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ABSTRACT

The 1977 document lists and describes social science instructional materials for grades K-8 selected by the California State Board of Education, assisted by the Curriculum Development and Supplemental Materials Commission and other advisory groups. Its objective is to aid school districts in selecting materials best suited to their own programs and pupils, by roughly classifying materials and describing their chief characteristics and approaches. It is designed to be used as a preface to personal examination of the materials considered. Materials described include texts, teaching guides, maps, multimedia kits, workbooks, and atlases. The guide is presented in three parts. Part I, the index, lists items on a chart designed to provide quick classification, enabling the user to identify desired materials. Information given includes publisher, title, kind of material, whether it is basic or supportive, publisher and state matrix grade levels, instructional emphasis, special conditions or comments, and page number referring to the guide. Part II is the guide itself, covering grades K-6 and 7-8. Each entry includes publisher, title, author, date, physical description and overview, adoption termination date, components, grade levels, price, a general description, goals and objectives, organization, methodology, provisions for student evaluation, teachers guide/edition, implementation requirements, and related materials. Part III lists instructional materials display centers in California where district selection committees may personally review the materials as recommended. (CK)

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Instructional Materials Selection Guide

Social Science

SO 011 999

CALIFORNIA STATE DEPARTMENT OF EDUCATION ○ Wilson Riles–Superintendent of Public Instruction ○ Sacramento, 1977

FOREWORD

The California system of instructional materials adoption consists of two important phases. The first occurs on the statewide level. The State Board of Education, assisted by the Curriculum Development and Supplemental Materials Commission and other advisory groups, determines legal compliance and attempts to supply school districts, within the limits of the law, with lists of educationally valid materials sufficiently diverse to meet the educational needs of all the children in the schools of California. The second phase occurs when school districts receive these lists and must then decide which of the materials listed will best fit their own programs and their own pupils.

In designing the procedures to be followed in the statewide process, the State Board recognized an obligation to communicate to school districts as much as possible of the information developed at the state level to help them in their local selection processes. As a result, the Board has directed that this selection guide be prepared and distributed to all the schools in the state.

By roughly classifying materials and describing their chief characteristics and approaches, the guide can assist districts to do a more efficient job of selection. It cannot, however, be considered a substitute for careful examination of those materials to be considered for selection.

The guide was prepared by teachers and county and district personnel throughout the state, who gave freely of their time and expertise to make this document available to their colleagues.

Since the test of the document will be its usefulness to school district personnel in their selection of materials, we invite your comments and any suggestions you might have for future guides.

Wilson Riles
Superintendent of Public Instruction

This guide was published under the direction of the California State Board of Education by the California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814.

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1977

PREFACE

The 1972 provisions of the Education Code placed upon school districts a new responsibility--that of selecting materials from an extensive materials list provided by the State Board of Education. At the same time, the code has limited districts each year to those selections that would cost no more than seven dollars per a.d.a., minus certain overhead costs of the state, plus cost-of-living adjustments in subsequent years.

This new responsibility requires each district to perform a number of tasks. First, the district must plan its curriculum objectives and project a schedule for when it wishes to replace materials in each subject matter area. Second, a district must take inventory of those already available materials that will help accomplish its curriculum objectives. Third, a district must decide what kinds of materials are needed from the state to satisfy its instructional materials needs.

Some districts accomplish these steps on a districtwide basis and some on a school-site basis. Either way, these decisions must be made before the Instructional Materials Selection Guide can be useful. By classifying and describing the materials, the Guide serves to reduce the number of materials that must be viewed before final decisions are made.

Staff development can be most important when new materials are introduced. Often publishers and producers are ready and willing to supply such services. But districts must plan for and organize these programs and provide time for teachers to participate.

It is hoped that school districts will look upon this process as an opportunity to increase their control over their own curricula and to improve their selectivity in the use of instructional materials.

DONALD R. McKINLEY
Chief Deputy Superintendent
of Public Instruction

ROBERT L. HOWE
Manager,
Curriculum Frameworks
and Instructional Materials
Selection Unit

ACKNOWLEDGMENTS

The Instructional Materials Selection Guide was prepared by teachers and subject area specialists throughout the state under the direction of the County Superintendents Steering Committee on Curriculum and Publications, Clark O'Dell, Chairman, and the Curriculum Frameworks and Instructional Materials Selection unit of the State Department of Education, Robert Howe, Manager.

Coordinators-editors for these respective organizations were Adrian Gentry, Curriculum Coordinator, Riverside County, and Kirsten R. Vanderberg, Instructional Materials Consultant, State Department of Education. The preparation of each Guide was facilitated by an Assistant Superintendent for Instruction in a given county or counties. A chairperson was appointed in each county involved, and analysts were appointed to do the basic preparation.

Those persons specifically charged with the preparation of the Guide in Social Sciences were as follows:

FACILITATOR:	Hartley Hillsen, San Bernardino County Schools
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TYPIST:	Debbie Belmudes, Riverside County Schools

INTRODUCTION

Five Selection Guides have been prepared for this 1977 adoption. Each contains descriptions of items in one or more of the subject matter areas included in the adoption, distributed as follows: (1) Health; (2) Mathematics; (3) Music; (4) Science; and (5) Social Science.

Each guide has three distinct parts. The first, called an index to the Guide, lists the adopted items on a chart that gives certain basic information about each item. This information is designed to provide a quick classification, thus enabling the user to identify those materials that could be expected to meet the particular needs in question.

Each listing then gives a page reference to the second part of the Guide, which details information about the materials listed. Programs that cover all the grades, from kindergarten through grade eight, are discussed in two parts, one for kindergarten through grade six and another for grades seven and eight.

The prices listed for the components named in the descriptions are those bid to the state, and they therefore include both tax and transportation and tend to be higher than catalog prices. Also, they are effective July 1, 1978. Teachers editions are often free with the purchase of 25 student editions, but this is not reflected in the prices quoted here. It will be necessary for the district to check the Requisition Form (TXT) in order to learn when the teacher editions can be obtained free of charge.

Users of these Guides will note that almost every description includes a reminder that use of the Guide cannot be substituted for actual study of the materials which have been selected from the Guide. In the back of this publication is a list of the Display Centers throughout the state where materials from this adoption can be viewed.

ANNOTATED INDEX TO SELECTION GUIDE FOR STATE ADOPTED INSTRUCTIONAL MATERIALS IN SOCIAL SCIENCE

Publisher and Title (Item and Series)	Basic (B) or Supportive (S)	Kind of Material (Text, record, etc.)	Publisher's Grade Level	State Matrix Grade Level	Instructional Emphasis	Special Conditions or Comments	Page No. in Guide
Addison-Wesley PEOPLE: CULTURES, TIMES, PLACES	B	Texts Teach. Ed. Activity & Text Masters	1-6	1-6	Content emphasizes the way people live in groups throughout the world.		21
Allyn and Bacon, Inc. CONCEPTS AND INQUIRY	B	Texts Teach. Gde. Filmstrips Booklets Games	K-6	K-6	Spiralling Curriculum. Utilizes interdisciplinary approach to social science.	Easily adapted to small group and individual study; good materials for mini-courses.	23
Allyn and Bacon, Inc. CONCEPTS AND INQUIRY: THE AMERICAN ADVENTURE	B	Texts Teach. Gde.	8	8	American history from 20,000 B.C. to 1975 organized topically within chronological framework.	Available in two formats: two-volume softcover. Reading level is advanced.	27
Allyn and Bacon, Inc. CONCEPTS AND INQUIRY: CHALLENGES OF OUR TIME LANDS OF AFRICA	B	Texts Teach. Gde. Voc. Masters	7	7	Continuation of CONCEPTS AND INQUIRY series approach.		29
Allyn and Bacon, Inc. SELECTED CASE STUDIES IN AMERICAN HISTORY	S	2 Volume Text Teach. Gde.	8	7-8	Promotes analytical skills of a historian by investigating problems and issues in American history.	Should be used as supplement to basic American history text.	31
American Book Company EXPLORING THE SOCIAL SCIENCES	B	Text	1-6	Non-graded	Shows interrelationships among the social science disciplines. Uses a problem solving approach.		32

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American Geographic, Inc. BILINGUAL MAP OF THE MEXICAN AMERICAN AND INDIANS OF THE SOUTHWEST	S	Hanging Wall Map	4-8	4-8		Text material in English and Spanish	33
American Geographic, Inc. DUO WALL MAPS OF UNITED STATES AND HISTORY OF THE AMERICAN INDIAN	S	Hanging Wall Map	4-8	4-8			34
American Geographic, Inc. 2 HISTORICAL MAP OF CALIFORNIA	S	Hanging Wall Map	4-8	4-8			35
American Geographic, Inc. HISTORICAL MAP OF THE UNITED STATES	S	Hanging Wall Map	4-8	4-8			36
American Guidance Service, Inc. TOWARD AFFECTIVE DEVELOPMENT	S	Multimedia Kit	3-6	3-6	Activity-centered. Emphasis on feelings, interests, aspirations, and conflicts.		37
Benefic Press CAREERS FOR ALL SERIES	S	Texts Teach. Gde.	4-6	4-6	Brief essays introduce main topics. Stories simulate lifelike situations.		39

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Benefic Press CONTRIBUTOR BOOKS: AFRO-AMERICAN, AMERICAN INDIAN, HISPANO-AMERICAN	B	Texts	4-8	4-8	Expository-biographical		41
Benefic Press THINKING SKILLS DEVELOPMENT PROGRAM	S	Teach. Gde. Filmstrips Ref. Books Records Develop. Crds.	3-5	3-5	Developed to provide an organized process for teaching critical thinking.		42
Benefic Press PEOPLE AND OUR COUNTRY	S	Stud. Text Teach. Gde.	4-8	4-8	Interdisciplinary approach to knowledge skills and attitudes.		44
Bowmar Publishing Company HISTORY OF THE EARLY AMERICAN WEST SERIES	S	Teach. Gde. Filmstrips Record or Cassette Act. Crds.	4-8	4-8	Historical narrative sound filmstrip program using historical and contemporary paintings as the visual material.		45
Bowmar Publishing Company BILL MARTIN'S FREEDOM LAB	S	Books Act. Crds. Cassettes Teach. Gde.	4-8	4-8	Designed as an "esthetic" happening to challenge students to think about themselves and their role in a free society	The artistry of the books is stimulating, and the singing and reciting of the texts add power to their appeal.	47
Bowmar Publishing Company OUR NATION'S HERITAGE: A LIVING HISTORY LAB	B/S	Cassettes Res. Books Teach. Gde. Stu. Books	8	8	Chronologically organized American History using tapes and scripts to present dramatized history.		49

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Coronet Instructional Media AMERICA IN THE 1890's	S	Filmstrips Worksheets Newspapers Reprints Teach. Gde.	7-8	7-8	Eclectic		51
Coronet Instructional Media CIVILIZATIONS OF EARLY AMERICA	S	Filmstrip Record or Cassette Teach. Gde.	4-6	4-6	Eclectic		52
Curriculum Development Associates, Inc. MAN: A COURSE OF STUDY	B/S	Booklets, T.G. Films Filmstrips Records Games, etc.	5-8	5-8	This inquiry-conceptual program is used to explore the basic question: "What makes man human?"	Students learn resource methods by engaging in the use of first hand resources.	53
Denoyer-Geppert ACTIONMAP PROGRAM *	S	Map Kit	4-5	4-5	Please see 1975 Selection Guide for write-up.		
Denoyer-Geppert MAN AND ENVIRONMENT *	S	Multimedia Kit	K-3	Multi-graded K-3	Please see 1975 Selection Guide for write-up.		
Denoyer-Geppert FROM SUBJECT TO CITIZEN *	S	Multimedia Program	8-12	8	Please see 1975 Selection Guide for write-up.		

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Denoyer-Geppert USING MAPS AND GLOBES	S	Filmstrips Teach. Gde. Booklets	4-6	4-6	Traditional		58
Educational Design, Inc. MAN: A CROSS CULTURAL APPROACH	S	Filmstrips Cassettes Teach. Gde. Wall Chart	7-8	7-8	Interdisciplinary and multi-directional. Organized around topics.		59
Educational Design, Inc. SILHOUETTES IN COURAGE	S	Cassettes Teach. Man. Spirit Mas.	7-8	7-8	Uses suggested thematic organization based on Black History.		61
Encyclopaedia Britannica Educational Corporation MAKERS OF AMERICA	S	10-volume set of encyclopedias	7-8	7-8	Narrative/traditional. Chronological.	Covers American history from age of discovery to 1970. Emphasis on minority and immigrant contributions.	63
Encyclopaedia Britannica Educational Corporation MY HOME AND ME	S	Filmstrips Cassettes Teach. Gde.	K-3	K-3	Narrative with child describing his home, family, and activities in each of six different areas of the U.S.	Pluralistic nature of American society with supportive information based on geographical concepts.	65
Encyclopaedia Britannica Educational Corporation MYSELF AND ME	S	Filmstrips Cassettes Teach. Gde.	K-3	K-3	Narrative with children relating to pictures of themselves, their friends, feelings, and activities.	Stimulates children to look at themselves in relation to others. Develops self-confidence.	67

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Encyclopaedia Britannica Educational Corporation NOW YOU KNOW ABOUT PEOPLE AT WORK	S	Books Cassettes	K-3	K-3	Careers discussed in terms of where people work.	Books may be purchased with cassettes.	69
Encyclopaedia Britannica Educational Corporation SERIES ABOUT FAMILIES	S	Filmstrips Cassettes Teach. Gde.	1-6	1-6	Narrative/traditional. Families of South America bilingual, with English on one side and Spanish on the other.	Interchangeable order within sets. Especially appropriate for older children.	70
Encyclopaedia Britannica SERIES ABOUT PLACES	S	Filmstrips Cassettes Teach. Gde.	4-8	4-8	Narrative/traditional. Three sets are bilingual, with English on one side, and Spanish on the other.		76
The Fideler Company CANADA AND LATIN AMERICA PROGRAM	B/S	Text Mstrs. Dis. Cards Dis. Folders	4-6	4-8	Descriptive-expository approach stresses concept development.	Available in either one or four volume editions.	92
The Fideler Company COLONIAL AMERICA	B/S	Text	4	4-8	A descriptive-expository text covering most aspects of colonial life. Includes a chapter on colonial period in the West.		94
The Fideler Company INQUIRY ABOUT FREEDOM	B/S	Text Mstrs. Teach. Gde.	7-8	7-8	Inquiry-conceptual approach. Primary-source documents interspersed throughout.		95

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The Fideler Company UNITED STATES PROGRAM	B/S	Texts Teach. Gde. Mstrs. Cassettes Picts./Cards	5-6	4-8	Descriptive-expository texts and related materials designed to develop concepts, values and attitudes.	Regional Organization	97
The Fideler Company WORLD CULTURES PROGRAM	B/S	Texts Teach. Gde. Mstrs. Cassettes Picts./Cards	6-up	6-8	Descriptive-expository texts and related materials designed to develop concepts, values, and attitudes.	Separate or combined editions available.	99
Fitzhenry & Whiteside, Ltd. THE CANADIAN SERIES	S	Texts		7-8	Biographies of famous Canadians		101
Follett Publishing Company THE AMERICAN NATION	B	Text	8	8	Text uses a conceptual/inquiry approach to teaching American history.	The book gives guidance in the building of content reading skills. Easy reading.	102
Follett Publishing Company EXPLORING OUR WORLD SERIES	B	Texts	1-7	1-7	Interdisciplinary based upon an inquiry/conceptual approach. Map and globe skills emphasized.	The materials are sequential, one level building upon the other.	104
Follett Publishing Company SKILLS FOR UNDERSTANDING MAPS AND GLOBES	S	Workbook	4-8	4-8	Teaching map and globe skills.	Consumable textbook.	106

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Follett Publishing Company STUDENT ATLAS	S	Student Atlas	4-8	4-8	For reference and for teaching map skills.		107
Follett Publishing Company WORLD OF MANKIND SERIES	B/S	Texts Teach. Edit.	1-8	1-7	Interdisciplinary, stresses learning processes.		108
Globe Book Company, Inc. ∞ CASE STUDIES IN THE AMERICAN EXPERIENCE	S	Texts	8	8	Case studies. Problem-solving inquiry approach.	Issues related to discrimination from Civil War to present. Deals with contributions of immigrants.	109
Globe Book Company ELEMENTARY SOCIAL STUDIES PROGRAM *	B	Texts Teach. Gdes.	3-7	3-7	Exploring Civilizations only text described. Please see 1975 Selection Guide for write-up of remaining titles		110
Globe Book Company MINORITIES: U.S.A.*	S	Paperback book Teach. Gde.	8	8	Please see 1975 Selection Guide for write-up		
Guidance Associates CROSS CULTURAL STUDIES SERIES	S	Filmstrips Teach. Gde. Records or Cassettes	1-6	4-6	Topical presentation of the major features of each of five cultures.	Activities suggest many opportunities for small and large group work and for individual projects.	111

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Guidance Associates FIRST THINGS: SOCIAL DEVELOPMENT SERIES	S	Teach. Gds. Filmstrips Records or Cassettes	1-6	2-5	Designed to develop children's ability to see issues through other's perspectives & to encourage higher levels of reasoning.	Both boys and girls plan major characters. Three filmstrips depict children of diverse ethnic background in interaction.	113
Guidance Associates FIRST THINGS: VALUES SERIES	S	Discussion Gde Filmstrips Records or Cassettes	1-3	2-5	Designed so that use by a teacher will lead to moral growth in children.		115
Guidance Associates GEOGRAPHY: CONCEPTS AND SKILLS SERIES	S	Teach. Gdes. Filmstrips Records or Cassettes	3-6	4-6	Discovery approach to concept and skill development in geographic understandings.	Use of children and families from various regional ethnic groups enhance the program.	117
Guidance Associates LEARNING TO BE A WISE CONSUMER	S	Teach. Gde. Filmstrips Records or Cassettes	4-6	4-6	A didactic use of dialogue to develop understanding of concepts & facts about consumer relationships.	Girls and boys play central characters. The ethnic diversity of Americans is shown to some extent.	119
Harcourt Brace Jovanovich AMERICAN CIVICS	B/S	Text Teach. Manual Workbook Tests	7-8	7-8	Traditional	For average achievers	121
Harcourt Brace Jovanovich AMERICA: ITS PEOPLE AND VALUES	B	Textbook Workbook Teach. Manual	8	8	Overview of U.S. history, based on inquiry method.	Attention given to various ethnic groups and values.	122

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Harcourt Brace Jovanovich SELF-EXPRESSION AND CONDUCT: THE HUMANITIES	S	Texts Study prints Teach. Res. Books Filmstrips	K-4	K-4	A multi-media program which can be supportive and enriching for many teaching and learning approaches.	Through activity-centered materials, children learn to use art, dance, drama, and music over language.	124
Harcourt Brace Jovanovich THE SOCIAL SCIENCES: CONCEPTS AND VALUES	B	Texts study prints Text-tapes Filmstrips Workbooks	K-6	K-6	A text and related media program which focuses at each grade level on conceptual schemes.	Images of children from the diverse cultures which make up the U.S. integrated throughout the materials.	127
Harcourt Brace Jovanovich THE SOCIAL SCIENCES: CONCEPTS AND VALUES	B	Texts Activity Book Teach. Res. Books with Tests	7-8	7-8	Activity oriented program	Comprehensive concept development. For a wide range of learners.	130
Holt, Rinehart, & Winston THE AMERICANS: A HISTORY OF THE UNITED STATES	B	Text Teach. Gde. Class Handouts Tests.	7-8	7-8	Primary focus on self-concept and positive attitude toward learning. Cognitive goals emphasize reading skills.	Materials are developed about Native American life and civilizations.	132
Holt, Rinehart, & Winston THE CHALLENGE OF AMERICA	B	Text Teach. Edit. Readings Studybook Tests	7-8	7-8	A chronological and topical presentation of American history for adept readers.	Most ethnic groups included.	134
Holt, Rinehart, & Winston HOLT DATABANK SYSTEM	B	Text Databox or Databank Teach. Gde.	K-6	K-6	A conceptually organized, inquiry focused, multimedia program.	Photographs and drawings provide a wide range of visual models with which particular students can identify.	136

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Houghton Mifflin Company THE MEXICAN AMERICAN: HIS LIFE ACROSS FOUR CENTURIES	S	Text Teach. Gde.	7-8	7-8	History of Mexican-American society and culture with particular emphasis on legal discrimination in modern times.	Could be used effectively to build a sense of cultural identity among Chicano students.	138
Houghton Mifflin Company WINDOWS ON OUR WORLD	B	Texts Teach. Gde. Media Kit Dup. Mstrs. Other Media	K-6	K-6	Program examines concepts and values about individual groups, humanity, and planet Earth.	Particularly strong on student assessment - both diagnostic evaluation and performance testing.	139
Keyboard Publications PLATERO AND I	S	Filmstrips Records or Cassettes Booklets	5-6	Non-graded		English and Spanish soundtracks. Filmstrip projector and cassette player or phonograph required.	142
Laidlaw Brothers MEN AND WOMEN WHO MADE AMERICA GREAT	B/S	Text	4-5	4-5	Can be used as resource material as well as basic text.		143
Learning Corporation of America CONCEPTOS BASICOS EN ESTUDIOS SOCIALES	S	Filmstrips Audio Cassettes	K-3	Non-graded		Filmstrip projector and cassette player required. Soundtrack in Spanish.	144
Main Street Project CALIFORNIA: GRASSROOTS	B	Text Workbook	4-6	4-6	Largely traditional	Brief introduction to California history and geography.	145

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McGraw-Hill Book Company OUR CONSTITUTION AND WHAT IT MEANS	S	Text Test masters	8	8	United States Constitution with explanation.	Could be used at various levels.	146
McGraw-Hill Book Company THE IMPACT OF OUR PAST	B	Text Teach. Edit.	7-8	7-8	Stresses conceptual thinking, valuing, and inquiry skills.	Controlled vocabulary.	147
Midwest Publications Co. CRITICAL THINKING, BOOK 1	S	Text Teach. Manual	6-8	6-8	Inquiry, problem-solving.	Fast paced; 5th grade vocabulary; topics geared to older students.	148
Miller-Brody Productions ACROSS FIVE APRILS	S	Filmstrips Cassettes	4-8	4-8	Dramatized adaptation of book spanning Civil War.		149
Miller-Brody Productions AMERICAN REVOLUTION: HISTORY THROUGH ART	S	Filmstrips Cassettes Teach. Manual	4-8	4-8	Depicts American Revolution through contempoary and period art.		150
Miller-Brody Productions HIROSHIMA	S	Cassette	4-8	4-8	Dramatized account of atomic bombing of Hiroshima. Interviews with some survivors.		151

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Miller-Brody Productions PEARL PRIMUS' AFRICA	S	Cassette Information Sheet	4-8	4-8	Introduces students to Africa through songs and stories as interpreted by Pearl Primus.		152
Miller-Brody Productions JOHNNY TREMAINE	S	Cassette Info Sheet	4-8	4-8	Dramatized cassette chronology of the Battle of Concord.		153
Multi-Media Productions BACKGROUND TO AMERICA	S	Filmstrips Cassettes or Records Teach. Manual	4-8	4-8	Expository presentation using historical prints, paintings, and photographs.		154
Multi-Media Productions THE BASIS OF OUR BELIEFS	S	Filmstrips Cassettes or Records Teach. Manual	4-8	4-8	Expository presentation.		156
Multi-Media Productions ETHNIC STUDIES	S	Filmstrips Cassettes or Records Teach. Manual	4-8	4-8	Expository presentation. Historical emphasis.	Presents variety of ethnic groups in the United States.	157
Multi-Media Productions OTHER LANDS AND PEOPLES	S	Filmstrips Cassettes or Records Teach. Manual	4-8	4-8	Expository presentation using maps, art, documents, contemporary events, and photographs.		160

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Publisher and Title (Item and Series)	Basic (B) or Supportive (S)	Kind of Material (Text, record, etc.)	Publisher's Grade Level	State Matrix Grade Level	Instructional Emphasis	Special Conditions or Comments	Page No. in Guide
Multi-Media Productions SELF DEVELOPMENT	S	Filmstrip Cassette Teach. Manual	4-8	4-8	Expository demonstration of how to solve classroom problems for use with students.	Students depicted are middle grade children.	163
Noble & Noble, Publishers ATLAS MODERNO UNIVERSAL	S	Softbound Atlas	6-8	6-8		Printed in Spanish only.	164
Noble and Noble, Publishers MAP SKILL TRANSPARENCIES SET I AND II *	S	Transparencies	2-3 4-6	2-3 4-6	Please see 1975 Selection Guide for write-up.		
Noble & Noble, Publishers THE INTERMEDIATE WORLD ATLAS	S	Softbound Atlas	6-8	6-8	General reference for history.		165
Noble & Noble, Publishers MY FIRST ATLAS	S	Softbound Atlas	3-5	3-5	For reference or for instruction in map reading.		166
Noble & Noble, Publishers MY FIRST WORLD HISTORY ATLAS	S	Softbound Atlas	5-6	5-6	Reference maps to use with study of world history.		167

* Because of a legal decision rendered while this Guide was going to press, these titles have been added to the list.

ANNOTATED INDEX TO SELECTION GUIDE FOR STATE ADOPTED INSTRUCTIONAL MATERIALS IN SOCIAL SCIENCE

Publisher and Title (Item and Series)	Basic (B) or Supportive (S)	Kind of Material (Text, record, etc.)	Publisher's Grade Level	State Matrix Grade Level	Instructional Emphasis	Special Conditions or Comments	Page No. in Guide
Nystrom Division of Carnation Company THE AMERICAN EXPERIENCE	S	Filmstrips Student Reader Activity Sheet Teachers Guide	7-8	7-8	Inquiry-conceptual emphasis on development of concepts.		168
Nystrom Division of Carnation Company CHINA, RUSSIA	S	Multimedia Kits	7-8	7-8	Please see 1975 Selection Guide for write-up.		
Nystrom Division of Carnation Company MAPS SHOW THE EARTH	S	Multimedia Kits	1-3	1-3	Please see 1975 Selection Guide for write-up.		
Nystrom Division of Carnation Company THE MENTAL/SOCIAL ME	S	Filmstrips Cassettes Duplication Mstrs. Idea Cards	7-8	7-8	Affective development of students.		170
Nystrom Division of Carnation Company OUR ENVIRONMENT: PROBLEM OR PROMISE?	S	Multimedia Kits	4-6	4-6	Please see 1975 Selection Guide for write-up.		
Pan American Book Company ANCIENT MEXICAN ART PRINTS SERIES	S	3 sets of Art Prints	K-7	Non-graded	—	For bicultural education.	171

ANNOTATED INDEX TO SELECTION GUIDE FOR STATE ADOPTED INSTRUCTIONAL MATERIALS IN SOCIAL SCIENCE

Publisher and Title (Item and Series)	Basic (B) or Supportive (S)	Kind of Material (Text, record, etc.)	Publisher's Grade Level	State Matrix Grade Level	Instructional Emphasis	Special Conditions or Comments	Page No. in Guide
Pan American Book Company BILINGUAL CALENDAR	S	Calendar	K-3	Non-graded		Compares Aztec and conventional calendars	172
Prentice-Hall, Inc. IDEA & ACTION IN AMERICAN HISTORY	B	Text Teachers Guide Skill and evaluation package	8	8	Activity-oriented American history which explores seven key concepts by applying inquiry techniques.	Material has been adapted for easy reading and comprehension; non-traditional approach.	173
Prentice-Hall, Inc. IDEA & ACTION IN WORLD CULTURES	B	Text Teachers Guide Skill and evaluation package	7	7	Activity-oriented text which develops eight sociological concepts through cross-cultural comparisons.	Material has been adapted for easy reading and comprehension.	174
Rand McNally & Company CLASSROOM ATLAS	S	Student Atlas	Intermed. & Jr. High	3-8	Reference for map information on all continents of the earth, with special emphasis on the United States.	Student atlas that can be used by individuals or small groups.	175
Rand McNally & Company GOODE'S WORLD ATLAS	S	Atlas	Student Adult	Teacher Ref. & Grades 3-8	Map reference material to be used for specific geographic facts or relationships.	Comprehensive adult atlas that can be used by students for specific purposes.	176
Rand McNally & Company PEOPLES AND CULTURES	B	Text Teachers Edition	Jr.-Sr. High Jr	7	Several approaches suggested; narrative-traditional-expository; inquiry-oriented; values clarification.	Designed to help students understand the concept of culture by using case studies of five cultures.	177

ANNOTATED INDEX TO SELECTION GUIDE FOR STATE ADOPTED INSTRUCTIONAL MATERIALS IN SOCIAL SCIENCE

Publisher and Title (Item and Series)	Basic (B) or Supportive (S)	Kind of Material (Text, record, etc.)	Publisher's Grade Level	State Matrix Grade Level	Instructional Emphasis	Special Conditions or Comments	Page No. in Guide
Rand McNally & Company THESE STATES UNITED	S	Student Atlas	Intermed. & Jr. High	4-8	Historical atlas showing major events in U.S. history from early explorers to involvement in Asia and Africa.	Can be used with an appropriate history text to make events and locations clearer to students.	179
Scholastic Magazines AMERICAN CITIZENSHIP PROGRAM	S	Texts	8	8	Short units, many illustrations. Emphasis on basic information.	Especially good for students with reading difficulties.	180
Science Research Associates AS AMERICA GREW	S	Tchrs. Handbk. Reading Selections Answer Key Booklets	4-8	4-8	A self-instructional reading program covering the period of Reconstruction to the present time.		181
Science Research Associates FOCUS ON SELF-DEVELOPMENT	S	Posters Pictures Sound Filmstrips Handbook Teachers Guide	K-6	K-2	Providing an integrated program for social, emotional, and intellectual growth in the self and others.	The visual images of children on filmstrips and posters show both boys and girls in strong, active roles.	182
Science Research Associates HOW AMERICA BEGAN	S	Teachers Handbooks Reading Selectns. Answer Key Booklets	4-8	4-8	A self-instructional reading program covering the period from the 1600's through the Civil War.		186
Science Research Associates MAP AND GLOBE SKILLS KIT	S	Skill Cards Study Cards Answer Key Cds. Tchrs. Handbk. Pupil Booklet	4-8	4-8	Following a teacher directed activity for each of the five units, students proceed independently with skill cards.	Only one Pupil Booklet is included in the kit. One will be needed for each student and can be ordered separately.	187

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Publisher and Title (Item and Series)	Basic (B) or Supportive (S)	Kind of Material (Text, record, etc.)	Publisher's Grade Level	State Matrix Grade Level	Instructional Emphasis	Special Conditions or Comments	Page No. in Guide
Science Research Associates NEWSLAB	S	Study Guide Cards Teacher Manual Spirit Masters	4-8	4-8	A kit to be used in conjunction with a supply of current newspapers.	Only one Pupil Booklet is included in the kit. One will be needed for each student and can be ordered separately.	189
Science Research Associates OUR STORY: WOMEN OF TODAY AND YESTERDAY	S	Tchrs. Handbk. Reading Selectns. Skill Cards Answer Key Booklets	4-8	4-8	A self-instructional reading program using biographical and creative life stories of historical and contemporary women.	Women seen in a wide range of active, participating, contributing roles in society over a wide period of history.	191
Scott, Foresman & Company AMERICA! AMERICA!	B	Text Teachers Edition	7-8	7-8	Traditional with inquiry/discussion elements.	Stated reading level, 5-7. Color illustrations.	193
Scott, Foresman & Company THE DEVELOPING WORLD; POVERTY, GROWTH, AND RISING EXPECTATIONS	S	Text Teachers Guide	7-12	7-8	Traditional approach using non-traditional content.	Goal is to develop understanding of world cultures and economics	194
Scott, Foresman & Company OUR BILL OF RIGHTS	S	Text	7-8	7-8	Traditional	Much content based on actual situations, cases.	195
Scott, Foresman & Company SPECTRA: PEOPLE AND THE CITY	B	Texts Teachers Guide	7-12	7-8	Inquiry/discussion or traditional.	Topics related to urban problems -- "making it" in the city. Easy reading.	196

ANNOTATED INDEX TO SELECTION GUIDE FOR STATE ADOPTED INSTRUCTIONAL MATERIALS IN SOCIAL SCIENCE

Publisher and Title (Item and Series)	Basic (B) or Supportive (S)	Kind of Material (Text, record, etc.)	Publisher's Grade Level	State Matrix Grade Level	Instructional Emphasis	Special Conditions or Comments	Page No. in Guide
Scott, Foresman & Company SPECTRA: "PEOPLE OF THE WORLD"	B	Texts Teachers Guide	7-12	7-8	Inquiry/discussion or traditional. Each of 5 texts covers a different country.	Much non-expository "source material". Colorful illustrations. Easy reading.	198
Scott, Foresman & Company SPECTRA: PROMISE OF AMERICA	B	Texts Teachers Guide	7-12	7-8	Inquiry/discussion or traditional.	Much non-expository "source material". Colorful illustrations. Easy reading.	199
Selective Educational Equipment (SEE), Inc. THE FAMILY OF MAN SERIES	B/S	Artifacts Study Prints Filmstrips Children's Books Audiotapes	1-5	1-5	Focus is on teaching children "how to learn" and is directed toward concepts, generalizations, values and skills.	Provides in-depth comparative and contrastive culture units.	200
Silver Burdett Company ADVENTURES IN AMERICAN HISTORY	B/S	Text Teachers Guide	8	8	American history from Columbus through 1974. Organized chronologically.	Written especially for slow readers.	210
Silver Burdett Company THE AMERICAN REVOLUTION	S	Picture Packet Teachers Manual	3-8	3-8	Twelve study cards of maps, painting, and drawings of the American Revolution.		211
Silver Burdett Company LET FREEDOM RING: A UNITED STATES HISTORY	B	Text Teachers Edition workbook Tests Activity Sheets	8	8	Traditional American History organized chronologically from 50,000 B.C. to mid-1970's and emphasizing working with facts.		212

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Publisher and Title (Item and Series)	Basic (B) or Supportive (S)	Kind of Material (Text, record, etc.)	Publisher's Grade Level	State Matrix Grade Level	Instructional Emphasis	Special Conditions or Comments	Page No. in Guide
Silver Burdett Company SILVER BURDETT SOCIAL SCIENCE	B	Texts Teach. Edition Workbooks Other Media Activity Sheets	K-6	K-6	Program examines how people live in various groups -- family, community, regional, and national.		214
Silver Burdett Company SILVER BURDETT SOCIAL SCIENCE: THIS IS OUR WORLD	B	Text Teach. Edition Workbook Kit Tests Filmstrips Act. Sheets	7	7	Geography text emphasizing natural resources interaction of people and the land, and ecology.		216
Sutherland Learning Associates PROJECT BILINGUAL: SOCIAL STUDIES STRANDS	S	Films Worksheets Audiotape	K-3	Non-graded	Program built around film presentation.	16mm projector and cassette player required. Some lessons primarily English, others primarily Spanish.	217
West Publishing Company LAWS IN ACTION SERIES	B/S	Texts Teachers Edition Filmstrips	5-8	5-8	Role-playing, simulated games, issues of rules and laws, inquiry approach. Problem-solving.	Evaluation inherent in gaming experience. Many opportunities for communication.	219

Addison-Wesley Publishing Company, Inc.

PEOPLE: CULTURES, TIMES, PLACES, by Grossman and others, c. 1976

Basic series for grades 1-6. Includes student and teacher editions, activity masters, and test masters.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
1	Working, Playing, Learning (hardbound)	5.34
	Teachers Edition	7.94
2	People, Places, Products (hardbound)	6.02
	Teachers Edition	8.28
3	Towns and Cities (hardbound)	7.10
	Teachers Edition	10.00
	Activity Masters	9.83
	Test Masters	9.83
4	Regions Around the World (hardbound)	7.50
	Teachers Edition	10.08
	Activity Masters	9.83
	Test Masters	9.83
5	America: In Space and Time (hardbound)	8.45
	Teachers Edition	10.45
	Activity Masters	12.23
	Test Masters	12.23
6	The Human Adventure (hardbound)	8.99
	Teachers Edition	13.35
	Activity Masters	12.23
	Test Masters	12.23

GENERAL DESCRIPTION: Based on the FIELD SOCIAL STUDIES PROGRAM (1972), this series relies heavily on colorful graphics to teach mostly sociological concepts. According to the publisher, reading levels are appropriate for the designated grade levels as determined by "major readability formulas." Beginning with grade 3, activity masters and test masters are available.

GOALS AND OBJECTIVES: The four major objectives are to teach social studies concepts, to develop the process of inquiry, to increase awareness of attitudes and values, and to develop map, graph, and chart skills.

ORGANIZATION—SCOPE AND SEQUENCE: The content emphasizes the way people live in groups. The books successively consider sociological, economic, geographic, and finally historical concepts. At primary levels, settings involve families, school, neighborhood, and community; at the intermediate and upper elementary levels, the settings include cities, geographic regions, nations, and historical periods. Scope and sequence for each book are outlined in the teachers edition of that book.

METHODOLOGY: The program emphasizes conceptual learning through "inquiry" processes. Cross-cultural comparisons are frequently employed. Questions and activities for students are varied and develop diverse mental skills from recall to evalution.

PROVISIONS FOR STUDENT EVALUATION: Evaluation strategies are suggested in the teachers editions. Beginning at the third grade, these include short objectives tests at the end of each chapter.

PEOPLE: CULTURES, TIMES, PLACES (continued)

TEACHERS GUIDE/EDITION: Each teachers edition summarizes goals, inquiry processes, skills development, and chapter and lesson material. At the end of each is a bibliography of reference materials and data, activities, maps and artwork that teachers may trace and/or copy for their students. The text of the student edition is reproduced with suggested lesson ideas in the expanded margins. Lesson development indicates the particular skills developed by each suggested activity.

IMPLEMENTATION REQUIREMENTS: Some inservicing may be desirable.

RELATED MATERIALS: Also available from the publisher are media kits containing sound filmstrips, display prints, teachers manuals, and other materials to accompany the texts. Alternate books for grades 5-7 are available from the 1972 FIELD SOCIAL STUDIES PROGRAM.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Allyn and Bacon, Inc.

CONCEPTS AND INQUIRY, by the Educational Research Council, Learner-Verified Edition II, c. 1976

K-6 portion of a K-8 basic program. Includes a multi-media kit for kindergarten, teachers guides, spirit duplicator masters, transparency masters, sound filmstrips, vocabulary building exercises, puzzles and games. (See The American Adventure and Challenges of Our Time).

ADOPTION TERMINATION DATE: June 30, 1982 (Readoption)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
K	Early Childhood Education Kit	166.20
1	Our Country (softbound)	2.65
	Teachers Guide	7.46
	Spirit Duplicator Masters	18.65
	Transparency Projection Masters	4.24
	Sound Filmstrips	
	Set 1—More Than A Flag; The Nations Traffic Jam: Washington, D.C.	47.49
	EXPLORERS AND DISCOVERERS SERIES (softbound)	
	Teachers Guide	7.46
	Estevan	1.63
	Columbus	1.63
	Balboa	1.63
	Marco Polo	1.63
	John Glenn	1.63
	Henry Hudson	1.63
	Captain Cook	1.63
	Peary and Henson	1.63
	Cousteau	1.63
	The Norsemen	1.63
	Magellan	1.63
	Admiral Byrd	1.63
	Desoto	1.63
	Amelia Earhart	1.63
	Sound Filmstrips	
	Set 1—Estevan, Columbus, Balboa, Polo, Glenn	61.06
	Set 2—Hudson, Cook, Peary and Henson, Cousteau	50.88
	Set 3—The Norsemen, Magellan, Byrd, DeSoto, Earhart	61.06
	Vocabulary Building Exercises (Duplicator Masters)	7.46
2	COMMUNITIES AT HOME AND ABROAD	
	Our Community (softbound)	3.19
	Teachers Guide	3.19
	Sound Filmstrips—After the Flood: Wilkes Barre; Why Grandma's House?	47.49
	Australia and the Aborigines (softbound)	3.36
	Teachers Guide	3.36
	Alaska and the Eskimos (softbound)	3.36
	Teachers Guide	3.36
	Filmstrips—I Live in Two Worlds; Desert of Snow	47.49

CONCEPTS AND INQUIRY (continued)

ADOPTED COMPONENTS:

Grade		Materials	Bid Price
2		Vocabulary Building Exercises (Duplicator Masters)	8.42
		AMERICAN COMMUNITIES (softbound)	
		A Historical Community	3.36
		A Military Community	2.07
		An Apple Growing Community	2.07
		A Forest-Products Community	2.24
		A Steel-Making Community	2.54
		A Rural Community	3.36
		Teachers Guide	7.46
		Sound Filmstrips—The Right to Write: Williamsburg; Should We Sell the Farm?	47.49
		Vocabulary Building Exercises (Duplicator Masters)	8.85
3	*	Making of Our America (softbound)	4.04
	*	Teachers Guide	5.90
	*	Puzzles and Games	28.83
		Metropolitan Community (softbound)	3.46
		Teachers Guide	5.90
		Sound Filmstrips—A New Fire Engine for Middleville; The Sidewalk is My Front Yard	47.49
	*	Sound Filmstrips—The Mohawk Indians; Lydia Darragh, Revolutionary War Spy	47.49
	*	Sound Filmstrips—Abigail Scott—Pathbreaker; Mike Adair and the St. Louis Fair	47.49
		Vocabulary Building Exercises (Duplicator Masters)	8.85
4		Agriculture, People and the Land (softbound)	4.10
		Teachers Guide	4.10
	*	Puzzles and Games	28.83
		Industry: People and the Machine (softbound)	4.10
		Teachers Guide	4.10
		Sound Filmstrips—Report from Planet Earth; From Hide to Sole	47.49
	*	Indian Subcontinent (softbound)	4.07
	*	Teachers Guide	4.07
5		THE HUMAN ADVENTURE SERIES	
		Ancient Civilization (softbound)	3.56
		Teachers Guide	2.88
		Puzzles and Games	28.83
		Greek and Roman Civilization (softbound)	3.56
		Teachers Guide	2.88
		Medieval Civilization (softbound)	3.56
		Teachers Guide	2.88
		Four World Views (softbound)	3.36
		Teachers Guide	2.88
		Sound Filmstrips—Democracy: Past and Present; King Tut's Tomb: Clues to a Mystery	47.49

CONCEPTS AND INQUIRY (continued)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
5	Vocabulary Building Exercises (Duplicator Masters)	9.77
	Lands of the Middle East (softbound)	
	Teachers Guide	
6	THE HUMAN ADVENTURE SERIES (softbound)	
	The Age of Western Expansion	4.04
	Teachers Guide	2.88
	New World and Eurasian Cultures	4.04
	Teachers Guide	2.88
	The Challenge of Change	4.04
	Teachers Guide	2.88
	The Interaction of Cultures	4.04
	Teachers Guide	2.88
	Sound Filmstrips—Where Do We Grow From Here; Growing Up Latino	47.49
	Vocabulary Building Exercises (Duplicator Masters)	8.85
	* Lands of Latin America	4.58
	* Teachers Guide	4.58

* Newly adopted components.

GENERAL DESCIPTION: A revision of the 1971 edition, this program is the product of extensive field testing. It is interdisciplinary in content throughout; history, geography, economics, political science, sociology, anthropology, philosophy, religion and psychology are dealt with at each grade level. Materials in the kindergarten kit consist of spirit duplicator masters, transparency projection masters, ten shortstrips, forty 17" x 22" study prints, and two teachers guides. Materials for grades 1-6 include softbound student texts and teachers guides, twenty sound filmstrips, vocabulary building exercises in duplicating master booklets and puzzles and games. Most of these materials can be purchased separately, in classroom sets, and in small group sets.

GOALS AND OBJECTIVES: The program is intended to promote a variety of intellectual skills, teach social science concepts, help students develop a realistic value system, and encourage appreciation of diverse cultures.

ORGANIZATION—SCOPE AND SEQUENCE: This program represents a spiralling curriculum in which various social science concepts are developed sequentially and with increasing complexity. In kindergarten, students learn about the world and then about children in other lands. In first grade, content emphasizes the American nation and explorers in history. In grades two and three, various communities are examined. In grade four, agricultural and industrial economic systems are the focus of content. Grades five and six are devoted to the study of world history.

METHODOLOGY: Expository but with inquiry activities suggested to motivate students. Enrichment materials—vocabulary exercises, filmstrips, puzzles, games—are varied. The materials can be easily adopted for use with small groups and individuals as well as for large classes.

PROVISIONS FOR STUDENT EVALUATION: Criterion referenced tests are available for kindergarten through sixth grade. A single test book at each level contains spirit duplicator masters, record sheets, and teacher material. Not part of the adopted program, tests must be procured separately from the publisher.

CONCEPTS AND INQUIRY (continued)

TEACHERS GUIDE/EDITION: Softbound teachers guides contain performance objectives and background information on the topics being studied as well as answers to all questions in the text. Concepts and disciplines in each lesson are identified, and program as well as sections goals are clearly delineated.
IMPLEMENTATION REQUIREMENTS: Some inservicing is desirable.
RELATED MATERIALS: The earlier edition of this program (1971) is still available from the publisher. See separate write-ups for grades 7-8 of this program.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Allyn and Bacon, Inc.

CONCEPTS AND INQUIRY: THE AMERICAN ADVENTURE, by the Educational Research Council, c. 1976, 1977

Eighth grade component of a K-8 basic program. Comprises student texts and teachers guides.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
8	AMERICAN ADVENTURE	
	Volume 1 (hardbound)	10.99
	Teachers Guide	7.46
	Volume 2 (hardbound)	11.87
	Teachers Guide	
	AMERICAN ADVENTURE SERIES (excerpts from Volumes 1 & 2)((softbound)	
	The Early Years	5.19
	The Forming of the Republic	5.19
	Expansion, Conflict and Reconstruction	5.19
	Into the Twentieth Century	5.90
	The Making of Tomorrow	5.90

GENERAL DESCRIPTION: The separate components comprise an American history text with accompanying teachers guide. The student materials can be purchased in either of two formats—a two-volume hardcover set or a five-volume softcover series. Reading level is on Grade Level (8th Grade) based on Dale-Chall Formula; program should be used with average and above-average students. A glossary of important terms is available at the back of each volume in the two-volume format.

GOALS AND OBJECTIVES: The text attempts to teach interdisciplinary social science concepts, promote intellectual skills, and encourage appreciation of values and cultural differences.

ORGANIZATION—SCOPE AND SEQUENCE: The content is organized topically within a chronological framework. Students learn about immigration settlement, birth of the republic, territorial expansion, civil war, reconstruction, industrialization, socialization of minorities, political reform, world power, and other traditional topics of American history. In the two-volume format, Volume 1 covers the time between 20,000 B.C. and 1880; Volume 2 carries the narrative up to 1975. The five-volume series breaks up the chronology into the following periods: 20,000 B.C.-1763, 1763-1825, 1825-1880, 1880-1939, 1939-1975.

METHODOLOGY: Largely expository but with ample inquiry experiences provided. Questioning strategies range from recall to open-ended questions.

PROVISIONS FOR STUDENT EVALUATION: The teachers guide describes types of tests for evaluating progress but do not provide specific tests.

TEACHERS GUIDE/EDITION: The softbound teachers guides essentially provide answers to all questions asked in the student text. Performance objectives are also detailed.

IMPLEMENTATION REQUIREMENTS: Can be readily used by teachers without intensive inservice.

CONCEPTS AND INQUIRY: THE AMERICAN ADVENTURE (continued)

RELATED MATERIALS: See separate write-ups for K-7 portion of program and for an optional component, Selected Case Studies in American History. Publisher recommends Vocabulary Masters which contains games and puzzles on the vocabulary of the American Adventure program to assist the student with vocabulary that he/she may have difficulty with.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Allyn and Bacon, Inc.

CONCEPTS AND INQUIRY: CHALLENGES OF OUR TIME
CONCEPTS AND INQUIRY: LANDS OF AFRICA
by the Educational Research Council, Learner-Verified Edition II, c. 1977

Seventh grade components of a K-8 basic program, Challenges of Our Times comprises four textbooks, each with a teachers guide, and a book of vocabulary building exercises. Lands of Africa is one of a series of area studies in the CONCEPTS AND INQUIRY program.

ADOPTION TERMINATION DATE: June 30, 1982 (Readoption)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
7	Technology: Promises and Problems (softbound)	5.09
	Teachers Guide	3.73
	Prejudice and Discrimination (softbound)	5.09
	Teachers Guide	3.73
	Nations in Action: International Tensions (softbound)	5.09
	Teachers Guide	3.73
	Choices and Decisions: Economics and Society (softbound)	5.09
	Teachers Guide	3.73
	Vocabulary Building Exercises (Duplicating Masters)	9.33
	Lands of Africa (softbound)	5.09
	Teachers Guide	5.09

GENERAL DESCRIPTION: The CHALLENGES series has been revised after extensive field testing. Students examine major aspects of recent and contemporary history, including world affairs and developments in the United States. Vocabulary building exercises in a duplicating master booklet are available as reading enrichment. Lands of Africa is a comprehensive overview of the cultural, economic, political and future development of Africa.

GOALS AND OBJECTIVES: These materials are intended to promote a variety of intellectual skills, teach social science concepts, and encourage an appreciation of important issues and different societies.

ORGANIZATION—SCOPE AND SEQUENCE: The CHALLENGES series is organized primarily by concepts and issues and secondarily according to chronology. Issues that are developed have been chosen from the fields of science and technology, ecology, group relations, international affairs, and economics. They may be taught sequentially or in an order selected by the teacher. Lands of Africa covers geography, culture, history, economy, and the future in sequential order.

METHODOLOGY: Largely expository but with ample inquiry experiences provided.

PROVISIONS FOR STUDENT EVALUATION: No formal tests are provided.

TEACHERS GUIDE/EDITION: The guides for CHALLENGES present text outlines, concepts and performance objectives, background information, suggestions for teaching, introductory inquiry activities for each lesson, notes on questions, concluding activities, and related resources. The guide for Lands of Africa is similarly organized.

IMPLEMENTATION REQUIREMENTS: Can be readily used by teachers without intensive inservice.

CONCEPTS AND INQUIRY: CHALLENGES OF OUR TIME
CONCEPTS AND INQUIRY: LANDS OF AFRICA (continued)

RELATED MATERIALS: See separate write-ups for grades K-6 and grade 8 portion of this program.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Allyn and Bacon, Inc.

SELECTED CASE STUDIES IN AMERICAN HISTORY, by Gardner and others, c. 1975

An 8th grade supplementary resource for use in American History classes. Consists of two volume student text and two volume teachers guide.

ADOPTION TERMINATION DATE: June 30,1982

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
8	Volume 1 (softbound)	3.39
	Teachers Guide	1.02
	Volume 2 (softbound)	3.25
	Teachers Guide	1.02

GENERAL DESCRIPTION: Volume 1 consists of thirteen historical problems from pre-Civil War American history; each case is presented in such a way as to develop analytical skills associated with the historical method. Volume 2 focuses on sixteen significant issues in American history from the Civil War to the present. Students must analyze the issues, distinguish the rights involved, and develop and defend positions based on the evidence presented. Both volumes can be used in either junior or senior high school.
GOALS AND OBJECTIVES: These materials are intended to develop analytical skills of social science and encourage students to make value judgments based on their analyses.
ORGANIZATION—SCOPE AND SEQUENCE: Problem cases are presented chronologically; they have been chosen for the analytical skills they promote. Simpler cases are treated before more complex issues are introduced.
METHODOLOGY: The material represents a guided inquiry approach.
PROVISIONS FOR STUDENT EVALUATION: None.
TEACHERS GUIDE/EDITION: The two-volume teachers guide suggests the appropriate contexts in a history course for the introduction of each case and describes a corresponding plan of instruction. Related activities for enrichment are also described, and answers are given for questions posed in the student text.
IMPLEMENTATION REQUIREMENTS: No inservicing should be necessary.
RELATED MATERIALS: Could be used in conjunction with the same publisher's American Adventure, which could serve as the basic history program to be enriched by these materials.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

American Book Company

EXPLORING THE SOCIAL SCIENCES, by Davis and others, c. 1975

A basic grades 1-6 textbook series consisting of six titles with student and teachers editions for each title.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
1	Seeing Near and Far (hardbound)	4.52
	Teachers Edition (hardbound)	5.59
2	Observing People and Places (hardbound)	5.90
	Teachers Edition (hardbound)	7.13
3	Comparing Ways and Means (hardbound)	6.83
	Teachers Edition (hardbound)	8.09
4	Investigating Communities and Cultures (hardbound)	7.13
	Teachers Edition (hardbound)	8.59
5	Asking About the U.S.A. and Its Neighbors (hardbound)	7.85
	Teachers Edition (hardbound)	9.32
6	Learning About Countries and Societies (hardbound)	8.69
	Teachers Edition (hardbound)	9.93

GENERAL DESCRIPTION: A hardcovered basic series, colorfully illustrated, designed to provide pupils with basic understanding of their own country and their world. Students draw their data for formulating concepts and generalizations from reading the text and reacting to the various charts, pictures and maps.

GOALS AND OBJECTIVES: The goal rationale is twofold. First, to provide pupils with understandings necessary for gaining a perspective about the world in which they live and second, the introduction of inquiry oriented materials which would enable students to offer solutions based on logical thinking processes rather than reliance upon memory.

ORGANIZATION—SCOPE AND SEQUENCE: The discovery activities are incorporated into a traditional format that can be immediately and easily read. The inquiry oriented activities are guided activities on the part of the teacher.

METHODOLOGY: The approach is one of discovery and inquiry. The guide suggests ways pupils can formulate concepts and generalizations from data within the materials.

PROVISIONS FOR STUDENT EVALUATION: The last page of each unit contains an activity which can be used to evaluate student comprehension of major concepts and to extend and reinforce their learnings.

TEACHERS GUIDE/EDITION: The annotated teachers edition has page reference suggestions that include concepts being taught, appropriate questions and activities for extended learnings.

IMPLEMENTATION REQUIREMENTS: None essential.

RELATED MATERIALS: Tests (spirit masters).

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

American Geographic, Inc.

THE BILINGUAL MAPS OF THE MEXICAN AMERICAN AND INDIANS OF THE SOUTHWEST AND MEXICO, c. 1976

Two 4 ft. by 6 ft. hanging wall maps on one roller. Lithographed in 12 colors and laminated to permit marking and erasing.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-8	Bilingual Maps of: The Mexican American Indians of the Southwest and Mexico 1 Single Page Brochure (paper)	191.53

GENERAL DESCRIPTION: Map 1, Indians of the Southwest and Mexico, covers: all of the southwest United States and Mexico; natural features; Indian cultural areas; major tribes; minor tribes; linguistic stocks; archaeological sites; Indian military encounters; and historical sites. Map 2, The Mexican American, covers: all of the southwest United States and Mexico; state boundaries; state capitals, main cities; major rivers and lakes; important military encounters; areas of historic insurrections and rebellions; explorers trails; missions established by the Spanish; effects of migrant workers in United States; chronology of Mexican and American history. Both maps have all information printed in English and Spanish.

GOALS AND OBJECTIVES: Implied would be an increased knowledge of map skills, archaeological sites, Indians of the Southwest, Indian names, and historical events of the Southwest.

ORGANIZATION—SCOPE AND SEQUENCE: Flexible—can be used as needed.

METHODOLOGY: Flexible—can be used as needed.

PROVISIONS FOR STUDENT EVALUATION: None specified.

TEACHERS GUIDE/EDITION: Brochure makes reference to a Teachers Guide that has work charts, forms and suggestions to stimulate ideas in preparing, presenting, and responding to the needs of students.

IMPLEMENTATION REQUIREMENTS: None needed.

RELATED MATERIALS: None specified.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

American Geographic, Inc.

DUO WALL MAPS OF UNITED STATES, c. 1976

Two 4 ft. by 6 ft. hanging wall maps on one roller. Lithographed in 12 colors and laminated to permit marking and erasing.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-8	Duo Wall Maps of United States 1 Single Page Brochure (paper)	191.53

GENERAL DESCRIPTION: Map 1 is a map of American Indians and covers the following subjects: early Indian nations (approximate boundaries, at time of outside world contact); major tribes; minor tribes, culture areas; linguistic stocks; brief story on Indian names; short story on tribal distributions; state boundaries, lightly marked. Map 2 is a historical-political map of the United States and covers the following subjects: state boundaries and names; national parks; Indian reservations—state and federal; 500 important battle sites; national monuments and memorials; principal explorers; trials and dates; short story on origins of state names; annotations concerning Indian historical events; states—year entered Union and capital of each.
GOALS AND OBJECTIVES: Implied would be map skills, knowledge of Indian names, tribal distributions, Indian culture areas, Indian linguistic stock and growth of the United States.
ORGANIZATION—SCOPE AND SEQUENCE: Flexible—can be used as needed.
METHODOLOGY: Flexible—can be used as needed.
PROVISIONS FOR STUDENT EVALUATION: None specified.
TEACHERS GUIDE/EDITION: None.
IMPLEMENTATION REQUIREMENTS: None needed.
RELATED MATERIALS: Brochure refers to a Curriculum Development and Enrichment Guide which contains a box of free and inexpensive materials.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

American Geographic, Inc.

HISTORICAL MAP OF CALIFORNIA, c. 1976

Map is lithographed on a 68" by 50" sheet in 7 colors with spring roller, school rail, and pull ring. A washable, laminated finish enables marking on the map by students.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-8	Historical Map of California 1 Single Page Brochure (paper)	142.77

GENERAL DESCRIPTION: Map highlights the following: county outlines; cities and incorporated areas shown in color with boundaries; location of towns, villages, and post offices; major transportation information; significant historical points; congressional districts; natural features; tribal grounds, recreational areas; colleges and universities; military bases and installations; and indexing.
GOALS AND OBJECTIVES: Implied would be map skills, geographical features of California.
ORGANIZATION—SCOPE AND SEQUENCE: Flexible—can be used as needed.
METHODOLOGY: Flexible—can be used as needed.
PROVISIONS FOR STUDENT EVALUATION: None specified.
TEACHERS GUIDE/EDITION: None.
IMPLEMENTATION REQUIREMENTS: None needed.
RELATED MATERIALS: None specified.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

American Geographic, Inc.

HISTORICAL MAP OF THE UNITED STATES, c. 1976

Map is lithographed on a 68" by 50" sheet in 12 colors, with spring roller, school rail, and pull ring. A washable, laminated finish enables marking on the map by students.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-8	Historical Map of the United States 1 Single Page Brochure (paper)	142.77

GENERAL DESCRIPTION: Map highlights the following: settlement patterns of the colonies; territorial growth of 13 colonies; important trails and rails of Westward movement; stories of American flags; battles of Revolutionary War; list of wars fought with Mexico; maps of various expeditions; stories of historical events; annotations of historical notes, dates and information.
GOALS AND OBJECTIVES: Implied would be knowledge of map skills, growth of United States, geographical information about the United States.
ORGANIZATION—SCOPE AND SEQUENCE: Flexible—can be used as needed.
METHODOLOGY: Flexible—can be used as needed.
PROVISIONS FOR STUDENT EVALUATION: None specified.
TEACHERS GUIDE/EDITION: None.
IMPLEMENTATION REQUIREMENTS: None needed.
RELATED MATERIALS: None specified.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

American Guidance Service, Inc.

TOWARD AFFECTIVE DEVELOPMENT, by Dupont and others, c. 1974

A multi-media kit for 3-6. The kit is self-contained in a metal carrying and instructional display case. All student and teacher materials to carry out the planned lessons are included. All materials are re-usable.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
3-6	TOWARD AFFECTIVE DEVELOPMENT	kit 110.80
3-6	1 Manual (softbound)	14.45
	44 Illustrations (10" x 14")	13.87
	93 Discussion Pictures (19" x 15")	28.99
	1 Filmstrip	1.89
	1 Cassette	6.66
	1 Duplicating Masters Book (paperbound)	6.10
	40 Feeling Wheels	4.77
3-4	37 Career Folders (Level I)	7.39
5-6	37 Career Folders (Level II)	7.39
	1 Red Scarf	1.36
	36 Shapes and Objects Cards	3.22
	2 Posters (back-to-back)	2.31
	160 Red and Blue Color Chips	5.03
	1 TAD Metal Case	23.48

GENERAL DESCRIPTION: Activity-centered program designed to facilitate affective and social development. Planned as a supportive material to be integrated into the typical 3-6 classroom schedule. All materials are re-usable. The Manual organizes experiences into five sections with from 1-6 units in each. The units provide 191 classroom lessons. Section I stresses developing an openness to experience; Section II, understanding feelings; Section III, developing the skills of social collaboration; Section IV, becoming aware of one's uniqueness and possible adult careers; and Section V, resolving conflicts. Each of the goals of the 1975 SOCIAL SCIENCES EDUCATION FRAMEWORK is stressed in this program. Concepts stressed are individual and group similarities and differences, conflict resolution and communication. Skills emphasized are observation, description, and problem solving. Diversity is elaborated throughout as the focus of the kit is on understanding human interactions. Values are explored through activities which look at motives, interests, attitudes, and feelings. Social participation receives major attention through activities which require cooperation and sharing. Illustrations of postures, gestures, facial expressions, geometric figures, realistic interpersonal and fantasy events, and abstract pictures are used to stimulate observation, communication, imagination, and creativity. (Feeling Wheels are used to help children associate feelings and colors.) Color chips are provided to use with activities which encourage individual and group resourcefulness. Career folders are used to increase students' awareness of 37 career fields.

GOALS AND OBJECTIVES: Five major goals are stated: (1) to extend students' openness to experience; (2) to help students learn to recognize, label, and accept feelings and to understand the relationship between feelings and various interpersonal events; (3) to help students develop skills of social collaboration through awareness of feelings and actions that weaken or strengthen group effort; (4) to help students become more aware of their unique characteristics, aspirations, and interests and the adult careers open to them; (5) to help

TOWARD AFFECTIVE DEVELOPMENT (continued)

students develop a thought process model which will help them choose behavior that is both personally satisfying and socially constructive. The objectives for each lesson are stated through a statement of purpose and an outcome statement. Some lessons have immediately observable outcomes; others are less structured and stated in more general terms.

ORGANIZATION—SCOPE AND SEQUENCE: The 191 lessons are organized into five sections: (1) Reaching In and Reaching Out (sensory awareness, openness, creativity); (2) Your Feelings and Mine (posturing, gesturing, facial expressions, role playing); (3) Working Together (skills in social collaboration); (4) Me: Today and Tomorrow (individual differences, careers); and (5) Feeling, Thinking, Doing (choosing behavior). Each lesson states the purpose, space requirement, approximate time, materials, vocabulary, activity, outcome. Most lessons include "application". "Application" tells how trial teachers found the lesson could be extended into other classroom activities.

METHODOLOGY: Lessons emphasize actively involving the whole child in the educative process. The teacher (1) shares authority and responsibility with students, (2) structures classroom activities and experiences, and (3) encourages participation, achievement, and appropriate behavior. The Manual provides specific teacher cues to each of these behaviors. Student non-participation is accepted, but it is never encouraged in the lessons. Student interaction is stressed. Learning activities are varied: games and simulations, modeling, acting out, imitating, role playing, brainstorming, individual and group tasks and exercises, and large and small group discussion. Discussion questions are provided at the end of most activities. Follow-up activities are suggested at the close of most lessons as are applications to other subject matter areas. The Manual indicates that it may be desirable for students to experience each lesson at least twice during grades 3-6.

PROVISIONS FOR STUDENT EVALUATION: The "outcome" for each lesson is stated in behavioral terms; thus, the teacher may assess discrepancies from expected outcomes. At the end of each of the five sections, five or six progress indicators are provided. Each indicator is a description of behavior that will indicate that students are making progress in their affective development.

TEACHERS GUIDE/EDITION: The Manual is plastic covered and spiral bound. In addition to the 191 lesson plans, information is provided on goals and content, materials, rationale and philosophy, program development, using the program (methodology), and references.

IMPLEMENTATION REQUIREMENTS: It would be desirable for teachers to have direct experience through inservice with brainstorming, role playing, group discussion techniques, questioning, and in handling potentially embarrassing revelations by students.

RELATED MATERIALS: None listed. Program is complete as packaged in the kit.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Benefic Press

CAREERS FOR ALL, by Stanek and Gehrman, c. 1974

An intermediate 4-6 supplementary textbook series, with Teachers Guide which stresses an understanding of the world of work.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4	Alike and Different (hardbound)	5.30
5	Interests and Choices (hardbound)	5.30
6	Plans and the Future (hardbound)	5.30
	Teachers Guide for all three books (softbound)	3.04

GENERAL DESCRIPTION: This series of texts for elementary students stresses the world of work and allows them opportunities to identify their own values, investigate their relationships with others and develop techniques for realistic decision making. Each book is organized into units that treat major aspects of career education. Each also contains a Job Reference Guide.

GOALS AND OBJECTIVES: The goals are implicit in the materials. They place career education in the mainstream of modern educational theory by relying on value identification and inquiry approaches to learning. This series attempts to help students achieve a high level of potential in life through a satisfying career.

ORGANIZATION—SCOPE AND SEQUENCE: Each book treats the following aspects of career education: Unit 1—builds the student's individual understanding of him or herself and relates this understanding to the selection of a career; Unit 2—develops concepts of how individuals may prepare themselves for the world of work; Unit 3—emphasizes relationships with others in the world of work; Unit 4—identifies a variety of jobs and occupational categories; Unit 5—encourages students to integrate their values and goals with their choice of careers. At the conclusion of each chapter are "What Do You Think" questions. "Talking It Over" and "Something To Try" guide students through a review. Throughout the series are symbols to direct attention to the 15 main occupational families in the United States. These symbols help tie specific jobs into the occupational family to which the job belongs.

METHODOLOGY: A brief essay introduces the main topic of each chapter followed by two stories which simulate lifelike situations. Each situation provides students with chances to extend chapter generalizations to everyday life. At the chapter end, students have opportunity to inquire into concepts highlighted in each chapter and relate concepts to future careers.

PROVISIONS FOR STUDENT EVALUATION: An evaluation guide with "What Do You Think" questions concludes each unit.

TEACHERS GUIDE/EDITION: A paperbound guide for each of the three student books is contained in a single softbound book. Each sub-section contains a unit objective, and each chapter is organized as follows: (1) Learning Objective, (2) Discussion Leads, (3) Words to Know, and (4) What Do You Think?

CAREERS FOR ALL (continued)

IMPLEMENTATION REQUIREMENTS: Group discussion skills should be stressed along with group management techniques to facilitate individual as well as group research activities at the appropriate level.
RELATED MATERIALS: None listed. However, a Student Bibliography appears at the conclusion of the Teachers Guide.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Benefic Press

CONTRIBUTOR BOOKS: HISPANO-AMERICAN, by Franco and others, c. 1973
AFRO-AMERICAN, by Franco and others, c. 1974
AMERICAN INDIAN, by Franco and others, c. 1975

Three supplementary hardbound textbooks for grades 4-8.

ADOPTION TERMINATION DATE: Hispano-American, June 30, 1982 (Readoption)
Afro-American, June 30, 1984
American Indian, June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-8	Hispano-American Contributors to American Life (hardbound)	4.18
	Afro-American Contributors to American Life (hardbound)	4.18
	American Indian Contributors to American Life (hardbound)	4.18

GENERAL DESCRIPTION: Each of the 3 books uses the same biographical format of showing a photo or drawing of the "Contributor" followed by short sections, 1-3 pages, entitled "Meeting—Knowing—Understanding—and Remembering," which is an activity and bibliography section. Twenty "Contributors" from each ethnic group are presented per book.
GOALS AND OBJECTIVES: Implicit goals would be a better understanding and appreciation of contributions made by the 3 ethnic groups to American life.
METHODOLOGY: Expository. Can be adapted to fit into any methodology used by teacher.
PROVISIONS FOR STUDENT EVALUATION: Last section of each biography—"Remembering"—has suggested activities that could be used for evaluation.
TEACHERS GUIDE/EDITION: None.
IMPLEMENTATION REQUIREMENTS: None specified, but teachers would find it helpful to have a more in-depth knowledge of each subject presented in the three books.
RELATED MATERIALS: None specified.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Benefic Press

FIRST THINKING SKILLS DEVELOPMENT PROGRAM, by Rath and Wassermann, c. 1976

A 3-5 supplementary multimedia kit for skills development. Program is boxed as a kit which contains all required components: 12 filmstrips and cassettes, 1 Teachers Guide, 240 skill development cards, 60 self help cards, 30 pupil reference books, 30 pupil activity records.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
3-5	FIRST THINKING SKILLS DEVELOPMENT PROGRAM 1 Teachers Guide for Filmstrips and Cassettes (softbound) 1 Teachers Guide (softbound) 12 Filmstrips and Cassette Tapes 240 Skill Development Cards 60 Self Help Cards 30 Pupil Reference Books (softbound) 30 Pupil Activity Records (consumable)	$190.06

GENERAL DESCRIPTION: A multimedia kit designed to provide instructional material to promote thinking skills. The program aim is to "stimulate pupils to weigh alternatives and to develop logical criteria for making choices and decisions." Each of the 12 filmstrips and cassettes is designed for a specific thinking operation covering the following areas: observing, comparing, classifying, imagining, hypothesizing, criticizing, looking for assumptions, collecting and organizing data, summarizing, coding, interpreting, and problem solving. Skill Development Cards contain thinking activities which are categorized according to the major curriculum areas: Language Arts, Social Studies, Mathematics, Science, Recreation, Music-Art. The Self Help Cards provide diagnostic and remedial assistance in the various thinking skill operations. Students use Pupil Activity Card as a self-rating instrument.

GOALS AND OBJECTIVES: Goals stated by publisher are: (1) the idea of emphasizing the development of thinking and in learning in the curriculum and (2) the application of specific procedures that will further this goal.

ORGANIZATION—SCOPE AND SEQUENCE: Publisher states "The 12 filmstrips and cassettes are not dependent upon one another. Each may be viewed independently and in any order desired. Although there is no distinct hierarchy of difficulty in the thinking operations presented, some of the operations seem to be natural antecedents of others." They suggest the following grouping as a way of organizing the materials: Level 1—observing, comparing, classifying, imagining; Level 2—hypothesizing, criticizing, looking for assumptions, collecting and organizing data; Level 3—summarizing, coding, interpreting, problem solving.

METHODOLOGY: Program is developed to provide an organized process for teaching critical thinking.

PROVISIONS FOR STUDENT EVALUATION: Pupil records self-evaluation on Personal Record section of Pupil Activity Card. This will provide information on: activities pupil has completed, subject areas worked on most, thinking skills worked on most, self-rating on completed activities, self-help tasks completed.

FIRST THINKING SKILLS DEVELOPMENT PROGRAM (continued)

TEACHERS GUIDE/EDITION: Two guides are provided in kit—one for the filmstrips and cassettes and the other for the rest of the kit. Both guides provide extensive help on initial presentations, follow-up activities, questioning skills for the teacher and extended activities. Eight student behavioral patterns are identified so as to alert teachers as to how to recognize behaviors that would impede students learning certain thinking skills.
IMPLEMENTATION REQUIREMENTS: Both teachers guides should be read carefully before using program. Training in questioning skills would be helpful.
RELATED MATERIALS: Several publications are recommended in Teachers Guides as being helpful with the program.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Benefic Press

PEOPLE AND OUR COUNTRY, By McCall and others, c. 1976

A supplementary 4-8 student textbook. Annotated teachers edition with a Teachers Guide at the back of the book.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-5	People and our Country (hardbound)	6.72
	Teachers Guide (paperbound)	7.56

GENERAL DESCRIPTION: This social science textbook reflects an interdisciplinary approach to gaining knowledge, skills and attitudes. The text is constructed to present concrete ideas and move to abstract—fact to concept to generalization. It is a biographical approach to history utilizing the idea of a data base to move toward an understanding of the lives of individual participants who make up American history and historical movements. Using the investigation approach to the data, the lessons provide an opportunity for children to develop inquiry skills; in particular, observing, classifying, comparing, contrasting, interpreting, hypothesizing, inferring, predicting and communicating. Illustrations are appealing as well as informal.

GOALS AND OBJECTIVES: The goals of the text are stated as follows: (1) Encourage the development of attitudes leading to responsible citizenship, (2) achieve a sense of dignity and cultural pride in the variety of American backgrounds, and (3) build on and increase the fund of understandings, skills, and attitudes that are the bases for the social science disciplines. Each unit and chapter has objectives on the first page.

ORGANIZATION—SCOPE AND SEQUENCE: The text follows a chronological overview of the history of the United States to the present with a look at the lives of individuals who have made a contribution to both the past and the current scene. The book is organized into nine units and a total of 35 chapters.

METHODOLOGY: Lessons include a wide range of maps, charts, graphs and timelines which have been kept simple for use at lower range of the intermediate grades. Questioning leads children to use these social science tools to relate small bits of relevant data to specific problems. Teachers Guide gives specific suggestions and children are encouraged to seek other information sources including community resources and resource persons. The text uses controlled reading formulae, and emphasis is placed on developing reading skills as well as social science and inquiry skills.

PROVISIONS FOR STUDENT EVALUATION: "Chapter End Material" and "Unit End Material" provide some base for evaluation procedures.

TEACHERS GUIDE/EDITION: The Teachers Guide is a hardbound book containing annotated student text and separate full text guide. A complete cross reference system has been devised to direct teachers from the student text to the Teachers Guide.

IMPLEMENTATION REQUIREMENTS: It would be desirable for teachers to have some inservice in inquiry teaching to utilize the book to its full potential.

RELATED MATERIAL: Single text. However, a bibliography and list of related films and filmstrips by various media producers is listed in the Teachers Guide for each unit.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Bowmar Publishing Company

HISTORY OF THE EARLY AMERICAN WEST, by McGill and McGill, c. 1971-1976

A 4-8 supportive sound filmstrip program on five aspects of the American West. All required components are included in each boxed kit.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-8	Indians and Buffalo Teachers Guide 2 full-color filmstrips 1 record OR 1 cassette	29.97
4-8	Lewis and Clark Teachers Guide 2 full-color filmstrips 1 record OR 1 cassette	29.97
4-8	Mountain Men and Beaver Teachers Guide 2 full-color filmstrips 1 record OR 1 cassette	29.97
4-8	The American Cowboy Teachers Guide 2 full-color filmstrips 1 record OR 1 cassette	29.97
4-8	The Pony Express and Overland Stage Teachers Guide Activity Cards (20) 2 full-color filmstrips 1 record OR 1 cassette	29.97

GENERAL DESCRIPTION: Presents a group of five historical narrative sound filmstrips (two to each program) that use historical and contemporary paintings as the visual material. Activity Cards are included only with The Pony Express and Overland Stage. Knowledge and information is presented about each of the historical periods and extended learnings focus on developing insight as to human aspects (hardships and skills) of these early periods and the effects of these events on the development of the West. Primarily a didactic presentation of the events with a focus on individual trials, skills, and hardships, it is not a concept focused study. The series provides a data base for understanding some aspects of particular historical events and provides students with a base from which contrastive and comparative studies can be made with other historical periods.

GOALS AND OBJECTIVES: The goal is implicit in the following statement from the Teachers Guide: "The focus...is on the humanistic rather than the factual. Knowledge and information are included, but the important learnings that can result may take the form of new attitudes about and deeper insights into the way history develops." Objectives are not stated.

ORGANIZATION—SCOPE AND SEQUENCE: Approach is essentially narrative history or narrative tales except for Part 2 of The American Cowboy which presents a number of cowboy songs. Filmstrips can be used in any sequence that is most relevant to the sequence

HISTORY OF THE EARLY AMERICAN WEST (continued)

of study designed by the teacher. Presents data that provides historical content and, thus, supportive of the first goal of the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK.

METHODOLOGY: Presents a data base to be used to expand understanding of each group of people or to serve as springboards to further study and research. No specific methodological approach is discussed. The Activity Cards in The Pony Express and Overland Stage invite students to develop vocabulary, create dioramas, write scripts and stories, make collages, develop interviews, and locate modern cities.

PROVISIONS FOR STUDENT EVALUATION: None provided.

TEACHERS GUIDE/EDITION: Presents brief historical background information, a sequence of the historical art works used, brief suggestions for extended learnings, scripts for some of the filmstrips, a bibliography of materials for further study by the student and teacher, biographical information on the artists and performers (narrators and singers), and a glossary of terms. A Teachers Guide is included in each kit.

IMPLEMENTATION REQUIREMENTS: For those wishing to implement a conceptual approach to social studies, these materials can serve as a data base; but inservice assistance will be needed in how to use such a data base to develop an understanding of such concepts as change, development, multiple causation, etc. Those concerned with the contribution of different ethnic groups to the development of the West will wish to augment these filmstrips with additional materials. For example, the story of the Plains Indians and the buffalo is developed after the introduction of the horse by the Spaniards; the thousands of years prior to this period is not developed. The contributions of Blacks, Spaniards, and Mexicans as cowboys is not a focus.

RELATED MATERIALS: No additional materials are provided by the publisher.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Bowmar Publishing Company

BILL MARTIN'S FREEDOM LAB, by Martin, c. 1970-1974

A 4-8 supportive multi-media kit. All required components are included in the kit: 6 copies of each of 10 softbound books, 1 set of 50 Activity Cards, 10 cassettes, and 1 Teachers Guide.

ADOPTION TERMINATION DATE: June 30, 1980 (Readoption)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-8	BILL MARTIN'S FREEDOM LAB Adams Balm (softbound) and cassette Once There Were Bluebirds (softbound) and cassette I Reach Out to the Morning (softbound) and cassette Poor Old Uncle Sam (softbound) and cassette Gentle Gentle Thursday (softbound) and cassette Spoiled Tomatoes (softbound) and cassette America, I Know You (softbound) and cassette It's America For Me (softbound) and cassette Freedom's Apple Tree (softbound) and cassette I Am Freedom's Child (softbound) and cassette Teachers Guide (softbound) Activities Cards (50)	196.69

GENERAL DESCRIPTION: Books are designed as "esthetic" happenings. Taken as a group they all focus on concepts related to human understanding and problem-solving. Among the specific concepts that students are stimulated to explore are pollution; ecology; conflict resolution; a free society; diversity; humanness; responsibility; self-esteem; and respect for self, others, and country. On the accompanying cassette the author sings the words of the books to the accompaniment of a guitar. He talks with students about aspects of the ideas presented in the book and stimulates students to consider these problems, to think of their roles and responsibilities as individuals, and to engage in some follow-up activities. The Activity Cards present ten follow-up activities for each book and involve role playing, dramatizations, writing, poster-making, choral reading, inventing, painting, and discussion. By focusing on essential concepts, skills, values, diversity, and social participation the program aids in implementing the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK.

GOALS AND OBJECTIVES: The goals are implicit in the following quotation: "The Freedom Books are an attempt to reorient the role of the textbook in releasing all children to social science conceptualizations. They especially help children keep faith with 'The American Dream' in face of criticisms, failures, doubts and massive problems that suddenly have electrified human existence." In the series personal and social meanings are not viewed separately but rather in continuing relationships. "Feeling good about oneself, for example, directly open/ends into a person's ability and disposition to feel good about others." This continuity of personal/social meanings is developed throughout the program. The objectives are written as "purposes" and are focuses: (1) to delight; (2) to provide for total class involvement through choral speaking, dancing, moving, choral reading, presenting dramatizations, etc.; (3) to analyze the feeling and attitudes and disciplines that motivate human

BILL MARTIN'S FREEDOM LAB (continued)

behavior; (4) to allow children to internalize new meanings, attitudes, behaviors, and disciplines. In the Teachers Guide each "lesson plan" for each book opens by stating potential personal/social meanings a child may derive from the "happening" with the book, cassette, and Activity Cards.

ORGANIZATION—SCOPE AND SEQUENCE: This is an attempt to present a personal-social-emotional experience which is also esthetic and which is founded in essential values and concepts of "the American Dream." Thus, it is much less linear than much educational material. The scope can best be stated as dealing with those personal/social meanings that are a part of "the American Dream" and can be found stated for the teacher as a part of the introduction to each book. The sequence is best stated in terms of the objectives: (1) delight, (2) creative involvement, (3) analysis, and (4) organizing personal-social meanings (internalization). No one book need precede another, although there is some interlacing of elements.

METHODOLOGY: The objectives are also the methodology which has the four phases: (1) delight through seeing, reading, and hearing the books read and discussed; (2) creative involvement in ways suggested on the cassette, in the Teachers Guide, and on the Activity Cards; (3) analysis through the same sources; and (4) internalization as each child in his or her time finds personal/social meanings.

PROVISIONS FOR STUDENT EVALUATION: Not specifically provided. The object in this program is to stimulate and release human potential.

TEACHERS GUIDE/EDITION: The softbound Teachers Guide provides an introduction which discusses the intent of the laboratory program and its relation to social science education, presents and discusses the four purposes (objectives), and provides each of the books (1) potential personal/social meanings, (2) developing joyous familiarity with the book, and (3) teaching suggestions.

IMPLEMENTATION REQUIREMENTS: The singing and joyous activity which the books encourage will also need encouragement and support from administrators. The teacher will want to read the Teachers Guide and hear the cassettes and read the books before using the material. The Teachers Guide plus the student materials provide for a beginning inservice program.

RELATED MATERIALS: No additional materials are provided.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Bowmar Publishing Corporation

OUR NATION'S HERITAGE: A LIVING HISTORY LAB, c. 1977

A grade 8 basic or supportive script, tape (cassettes), and text-workbook program with an annotated Teachers Guide. All required components are included in this kit which is packaged in two boxes. Box One covers the Pre-Columbian Period to the time of John Brown. Box Two covers the Westward Movement to the early 1970s.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
8	Our Nation's Heritage: Teachers Guide (paperbound)	5.50
	Lab One 10 each of the following scripts: Prologue to America (paperbound) with 1 cassette The New World (paperbound) with 1 cassette Exploring the New World (paperbound) with 1 cassette Europe in the New World (paperbound) with 1 cassette The English in America (paperbound) with 1 cassette The Colonial Frontier (paperbound) with 1 cassette The Revolutionary War (paperbound) with 1 cassette Cornerstones of a New Nation (paperbound) with 1 cassette The New Nation is Launched (paperbound) with 1 cassette The New Nation is Tested (paperbound) with 1 cassette	178.66
	30 copies of Our Nation's Heritage: Student Resource Book One (consumable)	24.98
	Lab Two 10 each of the following scripts: The Nation Expands (paperbound) with 1 cassette The Nation Divided (paperbound) with 1 cassette Settling the West (paperbound) with 1 cassette The Industrial Revolution in America (paperbound) with 1 cassette America Becomes a World Power (paperbound) with 1 cassette The Twentieth Century Begins (paperbound) with 1 cassette The Nation in Prosperity and Poverty (paperbound) with 1 cassette America in World War II (paperbound) with 1 cassette America at Mid Century (paperbound) with 1 cassette America Through Five Centuries—Epilogue (paperbound) with 1 cassette	178.66
	30 copies of Our Nation's Heritage: Student Resource Book Two (consumable)	24.98

GENERAL DESCRIPTION: A basic or supportive chronological American History program assembled as a kit with 10 copies of each of 20 dramatized history scripts, a tape of each script, 30 copies of two Student Resource Books, and an annotated Teachers Guide. Each script is divided into four lessons. For each lesson, there are two pages of additional content and activities in the Student Resource Book. The scripts are based on programs originally recorded for the Standard School Broadcast. While the reading in the scripts is at times

OUR NATION'S HERITAGE: A LIVING HISTORY LAB (continued)

difficult, students with reading problems could learn much from the audio tapes. Thinking, writing, and research activities in the Student Resource Book are traditional. The Teachers Guide provides a correlation chart with six texts used in grade 8.

GOALS AND OBJECTIVES: The overall goal would seem to be to present American history dramatically—as a living history to hear, to read, to react to, and to act out anew. The specific goals for all students are: (1) an awareness of the difference between appearance and reality, (2) a sense of the past which they can apply meaningfully to the present, (3) a sense of their own identity, (4) a moral standard which is consistent with our highest ideals and changing patterns of culture, and a set of personal values. Objectives are stated for each of the 80 lessons in the Teachers Guide and deal primarily with the reasoning and thinking skills and the work study skills.

ORGANIZATION—SCOPE AND SEQUENCE: The history, beginning with the Pre-Columbian Period and ending in the early 1970s, has been divided into 20 scripts with 20 cassette recordings of the scripts. Each script has been divided into four audio lessons coordinated with a two-page lesson in the student text-workbook, Student Resource Book One and Two. The scripts and text-workbook are coordinated and are organized chronologically over the period covered. While the approach is not conceptual, central concepts are stated in the Teachers Guide for each lesson. An index to the scripts and student text-workbook is not provided.

METHODOLOGY: "Fitting the program to the needs of your class" is discussed in the "Orientation" in the Teachers Guide. Eight steps are stated: (1) teacher reviews lesson plan; (2) students read preview section in their resource book; (3) discussion of preview; (4) distribute script books and play audio lesson; (5) students carry out the activities in their resource books either individually, in small groups, or as a class group; (6) teacher evaluates learning; (7) teacher assigns individual activities from student resource book or teacher guide; and (8) teacher administers unit test provided in the teachers guide. Some suggestions for assisting students with reading difficulty are presented in the teachers guide.

PROVISIONS FOR STUDENT EVALUATION: Unit tests are included in the teachers guide for each script (unit). The tests are brief objective tests with some items requiring short written answers which occasionally call for interpretation, judgment, or evaluation. The objectives for each test are stated.

TEACHERS GUIDE/EDITION: The guide presents an orientation to the program, the presentation sequence for a lesson, brief suggestions on how to fit the program to your class, brief reading strategies, the history of the series, comments on the study of history, and the goals of the program. Each lesson has a two-page annotation surrounding the reproduced pages of the student resource book. Correct responses to student book activities have been inserted. Each lesson annotation states the concepts, objectives, reading strategies, lesson preview, teacher cues for working with different sections on the activities and relating concepts to experience, and suggestions for follow-up activities with suggested materials. After each four lessons, there is a unit test. The last four pages of the guide present a chart for correlating each lesson with six other texts.

IMPLEMENTATION REQUIREMENTS: If the program is being considered as basic, the teacher will want to review the program carefully to see how adequately her specific objectives can be met since many events and developments are covered very briefly or not at all. Such a review is made more difficult due to the lack of an index. Teachers may need assistance with grouping patterns in order that individual children may benefit as much as possible from the audio plus script approach. Students with severe reading difficulties who may benefit from the audio scripts may find the student text-workbook difficult.

RELATED MATERIALS: There is a correlation chart on the last four pages of the teachers guide to six American History texts. The program as presented is complete in itself.

Coronet Instructional Media

AMERICA IN THE 1890's, c. 1975

A supplementary multimedia kit for grades 7-8 consisting of 1 sound filmstrip with cassette, 4 filmstrips referred to as "Photo Resource Files", 4 Student Worksheets, Newspaper/Magazine reprints, 1 audio cassette tape, and a Teachers Guide.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
7-8	AMERICA IN THE 1890's 1 Filmstrip and Cassette Tape 4 Photo Resource Files (filmstrips) 1 Audio Cassette Tape 4 Student Worksheets (spirit masters) 1 Set of Newspaper/Magazine Reprints 1 Teachers Guide (softbound)	76.59

GENERAL DESCRIPTION: This multimedia set uses a combination of sound filmstrip, newspaper and magazine reprints, a cassette "Sounds of The 1890's", and pictures of the era to give students a feeling and understanding of the United States in the 1890's. The primary goal apparently was to assemble a package of information that would intrigue the student and encourage individual investigation. Reading ability is not heavily relied upon.

GOALS AND OBJECTIVES: Motivate student to conduct individual investigations of the era.
ORGANIZATION—SCOPE AND SEQUENCE: Set is organized so that teacher introduces subject by showing the sound filmstrip and follows up with a discussion and possible written summaries by students. For each Photo Resource File there is an accompanying student activity sheet. The activity sheets average 11 questions each and every question is divided into two parts—A and B. "A" can be answered by students using only information from pictures; "B" would require them to go beyond and do additional work. The 4 Photo Resource Files do not have to be used sequentially. It is suggested that the cassette "Sound of The 1890's" be used as a "wrap-up" activity.
METHODOLOGY: Can be adapted to fit methodology being used by teacher.
PROVISIONS FOR STUDENT EVALUATION: Student worksheets would provide a measure for evaluation.
TEACHERS GUIDE/EDITION: 12-page Teachers Guide provides an introduction, suggestions for using sound filmstrip, use of Photo Resource Files and Worksheets, use of sound cassette, reproducible pages of Student Worksheet, suggested study questions, and narration of sound filmstrip.
IMPLEMENTATION REQUIREMENTS: None needed.
RELATED MATERIALS: Teachers Guide has a list of related Coronet films and filmstrips.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Coronet Instructional Media

CIVILIZATIONS OF EARLY AMERICA, c. 1971

A supplementary filmstrip set for grades 4-6 available in either cassette tapes or records. Set has 6 filmstrips and 3 records or 6 filmstrips and 6 cassette tapes.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
	CIVILIZATIONS OF EARLY AMERICA	
4-8	6 Filmstrips	
	3 Records OR	87.69
	6 Cassette Tapes	96.57
	1 Filmstrip Guide (Paper)	

GENERAL DESCRIPTION: The 6 sound filmstrips are: The Olmecs; Teotihuacan; The Mayas; The Aztecs; Chavin To Inca; The Incas. Besides tracing the beginnings and development of these early civilizations, the filmstrips look into the achievements of these people in architecture, sculpture, painting, weaving, pottery, astronomy, mathematics, and government.
GOALS AND OBJECTIVES: Implied goals would be an understanding of these early civilizations, their development, accomplishments, cultures, and reasons for their rise and decline.
ORGANIZATION—SCOPE AND SEQUENCE: The first 4 filmstrips trace the beginnings of civilization in the Gulf Coast and the Valley of Mexico, the Yucatan Peninsula and Guatemala, with emphasis on the Olmecs, Teotihuacan, Toltecs, Mayas and the Aztecs. The last two filmstrips move to Ancient Peru and Bolivia, showing the development of the early peoples of the Andes, including Chavin, Mochica, Chimu, Tiahvanaco, Huari, and Inca.
METHODOLOGY: Expository. Could be adapted to any methodology used by teacher.
PROVISIONS FOR STUDENT EVALUATION: None provided.
TEACHERS GUIDE/EDITION: There is an eight-page paper Filmstrip Guide that provides an introduction to the set, a summary of each filmstrip, and some suggestions for further study for each filmstrip.
IMPLEMENTATION REQUIREMENTS: None needed.
RELATED MATERIALS: Filmstrip Guide refers to related Coronet films and filmstrip series.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Curriculum Development Associates, Inc.

MAN: A COURSE OF STUDY, c. 1968 (for all items but one), 1976

A 5-8 multigraded multimedia basic or supportive program. The program is available in a "Complete Program" and a "Basic Program." Each program has it's correlated film program. Also available are a "Workshop Kit" and a "Teacher Training Kit." Two optional items are also available. The program requires that the films for the "Complete" or "Basic" programs be available.

ADOPTION TERMINATION DATE: June 30, 1982 (Readoption)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
5-8	Available in a "Complete Program with correlated films set OR as a "Basic Program" with its correlated film set.	
	Complete Program includes:	499.50
	30 copies of 16 student booklets	
	10 copies of 10 student booklets	
	games	
	posters	
	photomurals	
	records	
	filmstrips	
	set of 8 teachers guides	
	Complete Program film set includes one OR the other of the following:	
	Super 8mm (includes 21 Technicolor optical sound cartridges in color)	2097.20
	OR	
	16mm (includes 13 reels in color)	2728.50
	Basic Program includes:	360.75
	30 copies of 12 student booklets	
	10 copies of 7 student booklets	
	games	
	posters	
	photomurals	
	records	
	filmstrips	
	set of 8 teachers guides	
	Basic Program film set includes:	
	Super 8mm (includes 12 Technicolor optical sound cartridges in color)	1198.40
	OR	
	16mm (includes 8 reels in color)	1609.81
	A "Workshop Kit" is available which contains:	27.75
	1 of each of 31 booklets	
	1 set of 8 teachers guides	
	1 copy of course evaluation	
	A "Teacher Training Kit" is available which contains 1 copy of all of the classroom set for the Complete Program	166.50

MAN: A COURSE OF STUDY (continued)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
	Individual Items:	
	8mm Films:	
	"Life Cycle of Salmon"	88.80
	"Herring Gull Behavior"	88.80
	"Young Infant"	88.80
	"Older Infant"	83.25
	"Animals in Amboseli"	166.50
	"Baboon Troop"	188.70
	"Miss Goodall and the Wild Chimpanzees"	233.10
	"Autumn River Camp 1"	99.90
	"Autumn River Camp 2"	127.65
	"Autumn River Camp 3"	127.65
	"Autumn RiverCamp 4"	155.40
	"Fishing at the Stone Weir 1"	83.25
	"Fishing at the Stone Weir 2"	188.70
	"Caribou Crossing Place 3"	149.85
	"Caribou Crossing Place 4"	149.85
	"Winter Sea Ice Camp 1"	111.00
	"Winter Sea Ice Camp 2"	188.70
	"Winter Sea Ice Camp 5"	172.05
	"Winter Sea Ice Camp 6"	99.90
	"Life on the Tundra"	127.65
	16mm Films:	
	"Life Cycle of the Salmon"	116.55
	"Herring Gull Behavior"	116.55
	"Young Infant"	116.55
	"Older Infant"	94.35
	"Animals in Amboseli"	233.10
	"Baboon Troop"	266.40
	"Autumn River 1"	305.25
	"Autumn River 2"	349.65
	"Fishing at the Stone Weir 1"	333.00
	"Caribou Crossing Place 2"	344.10
	"Winter Sea Ice Camp 1"	388.50
	"Winter Sea Ice Camp 3"	333.00
	"Miss Goodall and the Wild Chimpanzees"	333.00
	Student Booklets: (softbound)	
	"Life Cycle"	.50
	"Animal Adaptation"	.61
	"Salmon"	.50
	"Information and Behavior"	.89
	"Herring Gulls"	.61
	"Innate and Learned Behavior"	.78
	"The Grizzly Bear"	.28
	"The Chimpanzee"	.28
	"The African Elephant"	.28
	"The Gnu"	.28
	"The Bottlenose Porpoise"	.28

MAN: A COURSE OF STUDY (continued)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
	Student Booklets: (continued)	
	"The Brown Rat"	.28
	"The Wolf"	.28
	"The Observer's Handbook"	.72
	"Natural Selection"	.89
	"Structure and Function"	.56
	"Baboons"	.72
	"Baboon Troop"	.78
	"Animals of the African Savanna"	.72
	"Field Notes"	1.28
	"Baboon Communication"	.89
	"The Arctic"	1.05
	"Songs and Stories"	1.05
	"This World We Know"	.94
	"A Journey to the Arctic"	1.28
	"Antler and Fang"	.61
	"The True Play"	.50
	"On Firm Ice"	1.39
	"The Many Lives of Kiviok"	1.22
	"The Data Book"	1.05
	"Stalking the Paper Clip"	.00
	Records:	
	"In the Field" (2-7")	6.38
	"Words Rise Up" (2-12")	10.82
	Filmstrips:	
	"Looking at Animals"	2.78
	"Herring Gulls"	2.78
	"Baboons"	2.78
	"Netsilik Life"	2.78
	"Netsilik Today"	2.78
	All (5) of the above	11.10
	Games:	
	Caribou Hunting Game Sheets	3.66
	Seal Hunt Tally Sheets	2.66
	Caribou Hunting Rules	.56
	Seal Hunt Game Board	27.75
	Posters, etc.:	
	Eskimo Cards	1.94
	Netsilik Family Photos	1.94
	Caribou Game Dice	.83
	Seal Meat Stickers	1.94
	6 Posters	27.75
	16 Photomurals	8.88
	Teachers Guides: (softbound)	16.65
	Talks to Teachers	2.50
	A Guide to the Course (complete program)	2.50
	A Guide to the Course (basic program)	2.50
	Introductory Lessons and Salmon	2.50
	Herring Gulls	2.50

MAN: A COURSE OF STUDY (continued)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
	Teachers Guides: (softbound) (continued)	
	Baboons	2.50
	The Netsilik Eskimos at the Inland Camps	2.50
	The Netsilik Eskimos on the Sea Ice	2.50
	Evaluation Strategies	2.50
	Optional Materials:	
	Curiosity, Competence, Community (course evaluation) (softbound)	2.22
	Seminars for Teachers	

GENERAL DESCRIPTION: A 5-8 multigraded, multimedia basic or supportive program developed by the Education Development Center under grants from the National Science Foundation. Jerome Bruner was instrumental in formulating the theoretical point of view and the curriculum guidelines for this course in his book, Toward a Theory of Instruction. The organizing conceptual question for the course is, "What makes man human?" Introductory study focuses on a number of living things beginning with the salmon. Students study the life cycle and adaptation patterns of these living things. An in-depth study is made of one human community, the Netsilik Eskimos. Booklets, films, filmstrips, records, games, posters, photomurals, and teachers guides and resource books are used in course development. Each of the five goals of the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK is emphasized in this program. Ten major concept themes are stressed throughout the program; there is focus on the inquiry skills; diversity of cultural adaptation is stressed; values are studied as an aspect of culture; and the skills of working together—social participation—are seen as essential to the investigative approach in the behavioral sciences.

GOALS AND OBJECTIVES: "The course aims at enlarging human capacities rather than refining narrow skills." Seven instrumental or pedagogical aims are specified for the course: (1) to initiate and develop in youngsters a process of question-posing (the inquiry method); (2) to teach a research methodology; (3) to help youngsters develop the ability to use a variety of first-hand sources as evidence from which to develop hypotheses and draw conclusions; (4) to conduct classroom discussions in which youngsters learn to listen to others as well as to express their own views; (5) to legitimatize the search; that is, to give sanction and support to open-ended discussions where definitive answers to many questions are not found; (6) to encourage children to reflect on their own experiences; (7) to create a new role for the teacher, in which he or she becomes a resource teacher rather than an authority.

ORGANIZATION—SCOPE AND SEQUENCE: Focused on "What makes man human?," the course begins by having children focus on such questions as, "Who am I? What makes me human? What makes man human?" The introductory lessons are entitled: Man, all Men; Lifetimes and Life Cycle; and Looking at Man and Other Animals. The first study of living things other than the students themselves is the life cycle of the salmon. After the study of its life cycle, the life cycle of the salmon is contrasted with that of man; and man's long dependence and learning are explored. Study is then made of herring gulls, baboons, and the Netsilik Eskimos. The timeline for the course covers 120 days with one-half this time being spent in an in-depth study of the Netsilik Eskimos. The program is supportive of each of the five goals—concepts, skills, diversity, values, and social participation—of the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK.

METHODOLOGY: The goals of this program have been stated above and reflect the methodology of the course. While these statements center around the process of learning,

MAN: A COURSE OF STUDY (continued)

the course is replete with concepts and information. While all activities in a given lesson are selected to develop the relatedness and structure of knowledge around a given concept, "the course does not have as a goal mastery of structure per se, but mastery of structure so that it assists in the thinking process and becomes a tool for raising and exploring important questions." The developers hope "that children will begin to see the usefulness of having a structure to organize their thinking, and the joys of development." Essential to the development of relationships, or structure of knowledge are four underpinnings: (1) the body of information, the data from which to work; (2) the special vocabulary (be it anthropological or mathematical); (3) experience in using the vocabulary and information, in feeling one's way around; and (4) experience in manipulating and applying the techniques of problem-posing and problem-solving. "The concept of the life cycle as developed in the course illustrates this building process (which characterizes the course). Youngsters first learn the vocabulary; they discover that birth, reproduction, and death are common to all species. Information is then researched and accumulated about the variations specific to humans and other animals. Making life ropes and life cycle charts provides experience in using the vocabulary and information, and in raising and exploring questions about their own life cycles. From these activities, a model develops, an organizing method of viewing sequential stages of growth and development, and of finding the relationships among the life cycles of different animals." Since Jerome Bruner was instrumental in the development of this course, much attention is given to motivational approaches that lead to satisfaction in learning, or in the "will to learn." This will to learn grows out of four factors: (1) curiosity, (2) competence, (3) identification, and (4) reciprocity, or the need to respond to others. "The Brunerian framework of the "will to learn" emphasizes arousing the curiosity of the child, providing materials and exercises that help him develop both social and intellectual competencies; using the teacher in the role of model exemplifying certain attitudes of mind and approaches to learning; and grounding class environment in reciprocal learning situations."

PROVISIONS FOR STUDENT EVALUATION: One of the teacher's resource materials is entitled Evaluation Strategies. Five methods of evaluation are presented: (1) interview, (2) classroom environment checklists, (3) student creative work, (4) content questionnaires, and (5) classroom observing. Each of these methods is discussed in depth and materials are provided for use with students. The discussion of evaluation closes with "A Note on Accountability" which discusses ways of introducing parents and community members to this new system of evaluation.

TEACHERS GUIDE/EDITION: An array of teacher guidance materials is provided: Talks to Teachers (substantive articles on culture, values, world view, etc.); A Guide To The Course (complete program) provides a timeline, discussion of how to use lesson plays, a content outline, materials list, readings for the teacher, and readings for students; A Guide To The Course (basic program); Introductory Lessons and Salmon (lesson plans); Herring Gulls (lesson plans); Baboons (lesson plans); The Netsilik Eskimos at the Inland Camps (lesson plans); The Netsilik Eskimos on The Sea Ice (lesson plans); Evaluation Strategies; Curiosity, Competence, Community (a report of the research evaluation of the entire program), and Seminars for Teachers. In addition, there is available by request to the publisher a small pamphlet which presents the scripts for each of the films.

IMPLEMENTATION REQUIREMENTS: While the materials are very complete, it would be desirable for a teacher to take training in the use of this program.

RELATED MATERIALS: Those needed that are not provided in the course materials are detailed in the "Other Materials" discussion in A Guide to the Course. Most are materials usually found in schools, but two items are not as often available: a map of Canada and a pad of storyboards (these are called "TV Planning and Layout Pad" and consist of about 75 sheets (8 frames to a sheet). Addresses are provided from which each of these items can be obtained.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Denoyer-Geppert

USING MAPS AND GLOBES, c. 1975

A 3-set supplementary multimedia program for the teaching of middle grade map and globe skills. Each set is boxed separately and contains 1 sound filmstrip cassette, 1 teachers guide, and 30 student booklets.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-6	USING MAPS AND GLOBES	118.60
	How Earth Moves	42.34
	1 Sound Filmstrip (cassette)	
	1 Teachers Guide (softbound)	3.38
	30 Student Booklets (softbound)	21.95
	How To Use Maps	42.34
	1 Sound Filmstrip (cassette)	
	1 Teachers Guide (softbound)	3.38
	30 Student Booklets (softbound)	21.95
	How To Use Globes	42.34
	1 Sound Filmstrip (cassette)	
	1 Teachers Guide (softbound)	3.38
	30 Student Booklets (softbound)	21.95

GENERAL DESCRIPTION: Each of the 3 sets making up the program is self-contained and can be used in any sequence. The basic skills to be learned are introduced by the sound filmstrip with follow-up activities in the student booklet. The student booklet is the primary teaching tool. Sound filmstrip in each set uses cartoon-style presentation.

GOALS AND OBJECTIVES: Stated objectives for each of the 3 sets are: (1) To help students understand four concepts: symbols, directions, distances, and location; (2) To help students apply these concepts to different kinds of commonly-used maps.

ORGANIZATION—SCOPE AND SEQUENCE: Each set is self-contained and can be used independently; there is no suggested sequence. Sets are all organized so that teacher gives pre-test, shows sound filmstrip as an introduction, and students then do activities in student booklet and other activities suggested in Teachers Guide. Unit is concluded by a review of filmstrip and post-testing.

METHODOLOGY: Traditional approach of introduce, follow up with pencil-paper and other tests, review and test.

PROVISIONS FOR STUDENT EVALUATION: Student booklet has pencil-paper tasks and Teachers Guide has criterion-referenced tests that can be used on a pre-post basis.

TEACHERS GUIDE/EDITION: 15-page booklet provides information on overall program, overview of skills and concepts indexed to pages on student booklet and to items on criterion-referenced tests, information on how to use set, criterion-referenced test, and a list of required and recommended materials.

IMPLEMENTATION REQUIREMENTS: None needed.

RELATED MATERIALS: Page six of Teachers Guide has a list of required and recommended related materials.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Educational Design, Inc.

MAN: A CROSS CULTURAL APPROACH, c. 1970-1974

A supplementary sound filmstrip kit for grades 7-8 divided into three series. Each series is boxed separately and contains filmstrips, cassettes, and instructors guide. Series 1 also has a wall chart.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
7-8	Series 1 16 filmstrips (8 topics) 8 cassettes Instructors Guide (paperbound) Classroom Wall Chart	213.40
	Series 2 8 filmstrips (4 topics) 4 cassettes Instructors Guide (paperbound)	107.40
	Series 3 8 filmstrips (4 topics) 4 cassettes Instructors Guide	107.40

GENERAL DESCRIPTION: An interdisciplinary and multidirectional approach is used with this kit. The kit looks at man as an individual, in groups, through institutions, and uses made of the earth. "The emphasis is not on a single place, but on the presentation of a concept through scenes from a wide diversity of places and people." Each topic in the three series uses two filmstrips and a cassette. The instructors guide provides a summary of the topic. Series 1 topics are: People; Cultures; Housing; Transportation; Work; Leisure; Religion; Education. Series 2: Food; Clothing; Health; Communication. Series 3: Social Structure; Economics; Government Forms; Government Functions. The total kit addresses all five of the major goals of the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK: concepts, skills, diversity, values, social participation. The kit takes a global approach to the study of MAN through four major focuses: (1) an integrated world view dealing primarily with major cultural areas, (2) concept development, (3) a comparative method of presentation whereby topics and categories "are contrasted both by culture, and in structure and scale," and (4) humanized presentation that zeroes in on "real people."

GOALS AND OBJECTIVES: Implicitly stated in the instructors guide goals: (1) to recognize man's needs are everywhere the same, and there are many ways of meeting common needs on a cross cultural basis ; (2) enable the students to recognize universal similarities and to understand differences in terms of culture and degrees of technology ; (3) be able to conceptualize the world and its people as an entity, (4) develop a better understanding of man's needs, roles of habitat, environment, race, stages of technology, progress, fundamental human processes, cultural values, and the kinds of relationships which affect his own life style.

ORGANIZATION—SCOPE AND SEQUENCE: The kits are organized around the topics listed under the general description. They can be used in any order to introduce, summarize,

MAN: A CROSS CULTURAL APPROACH (continued)

reinforce or emphasize a specific subject, unit or concept. Instructors guide states subject matter, while organized around social sciences, is not locked into any single organization. There are a number of specialized ways in which this series might be put to work.

METHODOLOGY: These materials can be adapted to supplement any approach.
PROVISIONS FOR STUDENT EVALUATION: None provided. Suggested related activities in instructors guide could be used to generate an evaluation.
TEACHERS GUIDE/EDITION: An 8-page paper instructors guide is provided. It gives an introduction to series, ideas for use of filmstrips, suggested related activities, filmstrip summaries, and a vocabulary list.
IMPLEMENTATION REQUIREMENTS: None needed.
RELATED MATERIALS: None specified.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Educational Design, Inc.

SILHOUETTES IN COURAGE, by Silhouettes in Courage, Inc., c. 1971

A cassette kit consisting of 36 units on 18 cassettes covering Black History from 500 B.C. to modern day. Comprises cassettes, teachers manual, spirit masters book, and comprehension examination.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
7-8	SILHOUETTES IN COURAGE 18 cassettes Teachers Manual (softbound) Spirit Masters Book	193.00

GENERAL DESCRIPTION: The cassette kit covers Black history from 500 B.C. to the 1970's. It is divided into five volumes, chronologically sequenced with a suggested thematic organization. Volume 1 covers "The Black Man in the New World"; Volume 2, "The Struggles To End Slavery"; Volume 3, "Reconstruction And Its Aftermath"; Volume 4, "Into the Twentieth Century"; Volume 5, "The Black Man in the Modern World". The units run from 6 to 18 minutes each with the average time being approximately 10 minutes. Each unit is the basis for a classroom session that would include answering suggested comprehension questions followed by class or group discussions. The kit emphasizes the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK goals of diversity, values, social participation, concepts, and skills. The suggested thematic organization is: A. Black Accomplishments in Arts, Sciences, Technology, Commerce, Religion, Politics, Sports, Exploration; B. Black Contributions to America in Wartime; C. Repression of Blacks in America; D. Black and White Activism: Struggle for Freedom and Civil Rights; E. Blacks on the American Frontier; F. Presidential Policies Towards Blacks. The kit would be adaptable to other thematic organizations.

GOALS AND OBJECTIVES: Implicitly stated, they would be: deepen the student's understanding of the role Blacks have played in American history; clarify stereotypes, misconceptions and misunderstandings about Blacks and Black contributions to the United States; develop an appreciation of Blacks, Black culture and accomplishments in the United States.

ORGANIZATION—SCOPE AND SEQUENCE: The content of the kit can be organized chronologically or thematically to fit the needs of the student and the curriculum and allows considerable flexibility to the teacher.

METHODOLOGY: Allows for flexibility. It can supplement any part of an American history or social studies class whether being presented traditionally, through inquiry or ecletically.

PROVISIONS FOR STUDENT EVALUATION: Teachers manual has comprehension and discussion questions for each of the 36 units with answers to comprehension questions provided.

TEACHERS GUIDE/EDITION: The softbound teachers manual has content and unit summaries for each of the five chronologially arranged volumes, suggestions for administering the course, a suggested thematic organization of the course, suggestions for conducting discussions, suggested additional activities, comprehension and discussion questions, annotated bibliography and annotated index.

IMPLEMENTATION REQUIREMENTS: It would be desirable for teachers to have experience in role playing, questioning techniques, and group discussions as it does state in the Teachers Manual, "Some of the discussions may become quite heated because of the nature of the

SILHOUETTES IN COURAGE (continued)

material, which is emotionally packed and dramatically presented. The teacher should not curb the intensity of discussant's participation, but must still try to keep discussions focused."
RELATED MATERIALS: Annotated bibliography has materials teachers would find useful.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Encyclopaedia Britannica Education Corporation

MAKERS OF AMERICA, by Moquin, Editor, c. 1971

A ten-volume reference set of hardback encyclopedias. Grades 7-8 supplementary for high-achievers.

ADOPTION TERMINATION DATE: June 30, 1982 (Readoption)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
7-8	MAKERS OF AMERICA: 10-volume set	97.62
	Vol. 1, MAKERS OF AMERICA: The Firstcomers, 1536-1800 (hardback)	
	Vol. 2, MAKERS OF AMERICA: Builders of a New Nation, 1801-48 (hardback)	
	Vol. 3, MAKERS OF AMERICA: Seekers After Freedom, 1849-70 (hardback)	
	Vol. 4, MAKERS OF AMERICA: Seekers After Wealth, 1871-90 (hardback)	
	Vol. 5, MAKERS OF AMERICA: Natives and Aliens, 1891-1903 (hardback)	
	Vol. 6, MAKERS OF AMERICA: The New Immigrants, 1904-13 (hardback)	
	Vol. 7, MAKERS OF AMERICA: Hyphenated Americans, 1914-24 (hardback)	
	Vol. 8, MAKERS OF AMERICA: Children of the Melting Pot, 1925-38 (hardback)	
	Vol. 9, MAKERS OF AMERICA: Refugees and Victims, 1939-54 (hardback)	
	Vol. 10, MAKERS OF AMERICA: Emergent Minorities, 1955-70 (hardback)	

GENERAL DESCRIPTION: Each of the ten volumes is divided into from four to six chapters, each introduced with editorial discussion. Table of Contents in each volume, listing chapter headings and title of each selection. Detailed Indexes and Bibliographies of Recommended Readings in Volume 10. The ten volumes contain 731 excerpts of source writings arranged topically and chronologically, each of which is preceded by a brief "historical headnote" that indicates context of the writing and authorship when known. All volumes contain black and white illustrations and maps, all of which are explained and identified as to source. Two-column texts. Fast paced grade 8 material. Chronological, but publisher indicates that there is some temporal overlapping.

GOALS AND OBJECTIVES: According to the publisher, the intent is to "illustrate America's ethnic pluralism from many vantage points," and it is "primarily designed to illustrate issues of ethnic pluralism, immigration, nativism, and race" as seen in the light of the broader issues of American history.

ORGANIZATION—SCOPE AND SEQUENCE: Chronological and topical organization. Material covers historical events from the period of the early settlers to 1970. Strong emphasis on minority and immigrant contributions. Content, values and diversity strands of the SOCIAL SCIENCES EDUCATION FRAMEWORK FOR CALIFORNIA PUBLIC SCHOOLS treated in the light of the minority emphasis. Series contains at least one selection concerning each of the more than 50 separate ethnic, national, and religious minorities—living in the United States. Marks contributions of each group to American life. Publishers tried to show that three minorities—Indians, blacks, and Mexican-Americans—have been considered "inside-outsiders" and therefore different from other groups. The 731 source writings provide a variety of types of selections, including letters, diaries, articles, speeches, and stories.

METHODOLOGY: Narrative/traditional treatment. Selections chosen from largely primary source materials. Illustrations add meaning to information.

PROVISIONS FOR STUDENT EVALUATION: Encyclopedia format.

MAKERS OF AMERICA (continued)

TEACHERS GUIDE/EDITION: Series introduction in Volume 1, pp. viii-xv, explains the organization and intent of the series. Volume 10 contains detailed index divided into five parts: Ethnic Index, Proper Name Index, Topical Index, Author-Source Index, and Illustration Index.
IMPLEMENTATION REQUIREMENTS: Orientation to series through use of Introduction, Indexes, and Bibliographies of Recommended Reading desirable.
RELATED MATERIALS: None.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Encyclopaedia Britannica Educational Corporation

MY HOME AND ME, by Carr, c. 1972

Kit of five uncaptioned color filmstrip/cassette units. Grades K-3 supplementary. Six geographical areas in the United States are examined from the viewpoint of an eight-year-old boy living in each area. The children describe their homes and how they live, work, and play, with regional accents and environments captured on the tapes. Multiethnic. Compatible with comparative approach of social studies in California.

ADOPTION TERMINATION DATE: June 30, 1980 (Readoption)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
K-3	6 filmstrip/cassette units: My Seacoast Home My Ranch Home My City Home My Forest Home My Navajo Desert Home My Island Home	93.07

GENERAL DESCRIPTION: Six filmstrips with cassettes plus a Teachers Guide that contains a summary of the series and for each filmstrip/cassette, unit objectives, concepts, suggested student activities, and the filmstrip narration. Each filmstrip ends with the question "What would you show me if I came to visit you?," inviting comparisons with the film. Can be used with any K-3 class, but may be especially appropriate for seven and eight-year-olds. Each filmstrip/cassette unit may be purchased separately. Order of units is interchangeable. Multiethnic and multicultural. Students can compare homes, life styles, and living environments in six different areas in the United States: the rural, rocky coast of Maine, a Montana cattle ranch, the urban environment of a large city, a coastal lumber town in Oregon, an Arizona Indian reservation, and small town in Hawaii. The publishers state that photographers spent two weeks with each family, making many candid shots and later choosing from among them for these filmstrips. Series stimulates appreciation of the pluralistic American society with varying geographical settings, and promotes evaluation of their own home and environments in the light of those of other children. Focus is on family life, bringing in both physical and social influences. Particularly in the case of the Navajo and Hawaiian filmstrips, insights into the culture of the people can be gained. The Navajo filmstrip begins with a Navajo poem spoken in the native language. Filmstrips average 60 frames, eight minutes each.

GOALS AND OBJECTIVES: The publisher states the objectives as (1) To help children gain self-understanding by comparing their home environment with that of another child living in a different part of the country (2) To stimulate student discussion of the similarities and differences between their own home and play environments and life in other specified parts of the country. As a result of exposure to these filmstrips/cassettes, children should learn to evaluate and value their own homes as well as the lives and cultures of others.

ORGANIZATION—SCOPE AND SEQUENCE: Each filmstrip shows an eight-year-old child in his own home setting, including the members of the immediate families and their life style, their work, and their play. Narrated by the child. Filmstrips/cassettes may be used in any order. Attempt to bring viewers into the conversation by questions interspersed throughout the tapes. The concepts, diversity, and values goals of the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK are especially stressed, with much opportunity to use

MY HOME AND ME (continued)

comparative and interpretive skills and those of social participation. My City Home shows a black family; My Navajo Desert Home, native Indians in a modern setting; My Island Home, a Hawaiian family that has elements of several cultures.
METHODOLOGY: Narrative by the child shown in each filmstrip allows for realistic viewing of each child's home environment, family, and activities. Questions spaced throughout each cassette give clues as to possible follow-up discussions and work, as do suggested activities in the Teachers Guide. The colorful pictures showing many phases of each child's life can stimulate each child to value his own and others' lifestyles and cultures. Can be used to correlate with geography or science material as well as social studies.
PROVISIONS FOR STUDENT EVALUATION: No specific materials provided, but comparing one child's life with that of another can provide a measure of evaluation of objectives.
TEACHERS GUIDE/EDITION: Loose-leaf accompaniment devotes two pages to each filmstrip unit, including objectives, concepts, suggested activities, and the filmstrip narration. A one-page introduction to the series gives the orientation, its orientation to California social studies, and hoped-for learnings and values.
IMPLEMENTATION REQUIREMENTS: If maximum use is to be attained, previewing is essential. Use of maps, pictures, and reading material related to the various areas will enhance understanding.
RELATED MATERIALS: No specific references given.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Encyclopaedia Britannica Educational Corporation

MYSELF AND ME, by Carr and McGuire, c. 1973

Kit of five color filmstrips/cassettes. Grades K-3 supplementary. Fosters feelings of self-worth and confidence in themselves through giving small children ways of knowing themselves. Narrated by the children. Compatible with the learning approach of California framework; helps children understand themselves in relation to others.

ADOPTION TERMINATION DATE: June 30, 1980 (Readoption)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
K-3	MYSELF AND ME What Do I Look Like? Who Do I Like to Be With? How Do I Feel? What Do I Like to Do? What Do I Dream About?	77.75

GENERAL DESCRIPTION: Five filmstrips with cassettes plus a Teachers Guide that contains a summary of the series and for each filmstrip/cassette, objectives, concepts, suggested student activities, and the filmstrip narration. Each filmstrip ends with frames of questions that invite viewers to join the conversation. Can be used with any K-3 class. Each filmstrip cassette unit may be purchased separately. Filmstrip units may be used in any order. Multiethnic. Colorful filmstrips depicting activities and narration by children. Afford much opportunity for discussion of feelings about themselves and discovery of themselves as unique worthwhile individuals. Supplementary material; could be used with or as a prelude to any basic materials. Filmstrips average 95 frames, seven minutes each.

GOALS AND OBJECTIVES: (1) To help children know themselves better by relating to the lively youngsters on the screen as they discuss their appearance, their friends, their feelings and interests, their wishes and dreams (2) To stimulate children to discover themselves as unique and worthwhile individuals as they think about and talk about themselves.

ORGANIZATION—SCOPE AND SEQUENCE: Each filmstrip unit focuses on one idea (appearance, feelings, etc.), stimulating children through questions and comments posed by children themselves on the cassettes as the activities are shown in the filmstrips. Progressively organized from their own appearance to friends to feelings they have to what they do and would like to do, but filmstrips could be used in any order according to need. By helping children to better undestand themselves, these materials can assist in developing feelings of self-confidence and worth, their own values systems, and the beginning abilities to compare themselves with others and appreciate their similarities and differences. Treated in some or great measure are the State Framework goals relating to skills (encouraging children to become increasingly self-directive and to develop valuing skills), diversity (stimulating understanding and respect for individual differences and similarities through better understanding of themselves), values, and social participation (making more positive relationships possible through better self-understanding).

METHODOLOGY: Cassette conversation narrated by children with filmstrips provide the base for leading children to see themselves honestly and appreciatively. Teachers are helped to lead children to appropriate analytical discussions through the organization of each filmstrip unit and the questions at the end of each filmstrip. Colorful pictures with well chosen activities should stimulate correlation with other specific activities and ideas

MYSELF AND ME (continued)

pertinent to individuals and school areas. Pictures and filmstrips also lend themselves to helpful extensions such as having children illustrate, tell, or write about their own extensions of ideas on the filmstrips.

PROVISIONS FOR STUDENT EVALUATION: No specific materials provided, although the filmstrip cassette presentation is essentially a self-evaluation. If used meaningfully, no formal evaluation would be needed.

TEACHERS GUIDE/EDITION: Loose-leaf accompaniment devotes two pages to each filmstrip unit, including objectives, concepts, suggested activities, and the filmstrip narration. A one-page introduction to the series gives the orientation for the series, its orientation to California social studies, and hoped-for learnings and values.

IMPLEMENTATION REQUIREMENTS: Orientation to use of this type of material which focuses on self-evaluation is desirable. If maximum use is to be attained, previewing and possibly pre-discussion among teachers would be desirable also. Post-discussion and comparison of results and activities engaged in by the various teachers could also open new avenues for use.

RELATED MATERIALS: No specific references are given, but possibilities are many among new text and supplementary materials.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERAILS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Encyclopaedia Britannica Educational Corporation

NOW YOU KNOW ABOUT PEOPLE AT WORK, c. 1974

A supplementary K-3 multimedia set designed for primary career awareness programs.

ADOPTION TERMINATION DATE: June 30, 1984 (Readoption)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
K-3	NOW YOU KNOW ABOUT PEOPLE AT WORK Complete Set With Cassettes Who Works (hardbound) 1 cassette Where People Work (hardbound) 1 cassette When People Work (hardbound) 1 cassette Why People Work (hardbound) 1 cassette Work You Can Do (hardbound) 1 cassette Teachers Guides	75.32
	NOW YOU KNOW ABOUT PEOPLE AT WORK Set of 5 Books	37.83

GENERAL DESCRIPTION: Books with accompanying cassettes comprise the program. One side of the cassette provides the information contained in the book; the other side contains enrichment material. The Spanish version (not adopted) matches the English one.
GOALS AND OBJECTIVES: Three major objectives implicit for the program are: (1) to become aware of a wide variety of career possibilities; (2) to show interdependence of different careers within the economic system; (3) to stimulate natural curiosity about types of work. Reading is at 2nd and 3rd grade level.
ORGANIZATION—SCOPE AND SEQUENCE: Treatment of the subject of occupations is under such headings as "Where People Work" rather than by specific jobs. Books and cassettes may be used in any order. A variety of occupations is covered. Three objectives are included in each book with open-ended questions.
METHODOLOGY: Flexible.
PROVISIONS FOR STUDENT EVALUATION: Open-ended questions are suggested.
TEACHERS GUIDE/EDITION: Teachers Guides contain objectives, overview of the program, activities, and transcripts of tapes.
IMPLEMENTATION REQUIREMENTS: None required.
RELATED MATERIALS: A Spanish version (not adopted) of the books and tapes is available from the publisher.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Encyclopaedia Britannica Educational Corporation

SERIES ABOUT FAMILIES: FAMILIES OF THE DRY MUSLIM WORLD, by Husain, c. 1974

One of three sets of uncaptioned color filmstrips/cassettes, plus loose-leaf Teachers Guide. Grades 3-6. Supplementary. Five filmstrip/cassette units show the differing life styles of peoples in four countries of the Muslim World. All five families share the same religion and culture and the same dry climate, but there are also striking differences among them. Multicultural.

ADOPTION TERMINATION DATE: June 30, 1980 (Readoption)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
3-6	FAMILIES OF THE DRY MUSLIM WORLD Village Life in Pakistan Oil Worker of Kuwait Cooperative Farming in Iran A Berber Village in Morocco Nomads of Morocco	77.75

GENERAL DESCRIPTION: Five filmstrips with cassettes plus a loose-leaf Teachers Guide that contains a general introduction, educational objectives, a summary of content, questions for review and discussion, and the filmstrip narration. Grades 3-6, supplementary. Filmstrip/cassette units may be used in any order, except that the two on Morocco probably should be used consecutively. Filmstrips average 70 frames, six minutes each. Focus is on the similarities and differences of the families and the way in which geography and natural resources have helped shape each country. Change in the modern world is graphically illustrated by the life of these Muslim peoples.

GOALS AND OBJECTIVES: The introductory statement of the series states that the purpose is "to compare and contrast life styles which exist in the Moslem world by focusing on five families in different countries." Objectives for each of the five filmstrip/cassette units reflect the above purpose, but also state that the units will acquaint students with geographic locations of the countries, show how each person contributes to community life, and identify specific instances in which economic and political realities have altered traditional life styles.

ORGANIZATION—SCOPE AND SEQUENCE: Each filmstrip unit locates the country in Africa and in relation to the others in the series. Family life is well detailed, with each of the necessities clearly shown. The rapidity of change among some groups only serves to emphasize the hold of tradition and the old ways followed by others. Attention to the content, values and diversity goals of the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK is evident. Emphasis on comparing and contrasting the various family groups should bring insights into the cultures, as well as strengthen interpretative and analytical skills. Comparing the lives of these people to their own will also help students understand and strengthen their own values.

METHODOLOGY: Narrative/traditional. Many opportunities for discussion, building on both pictures and sound tapes. Discussion questions given in the Teachers Guide indicate possible directions for teacher to follow.

PROVISIONS FOR STUDENT EVALUATION: Review questions in each section of the Teachers Guide serve for content review. The quality of discussions following filmstrip/cassette presentations will indicate depth of understanding. Ability to discuss in a perceptive manner is also a measure of their understanding.

SERIES ABOUT FAMILIES: FAMILIES OF THE DRY MUSLIM WORLD (continued)

TEACHERS GUIDE/EDITION: Loose-leaf accompaniment devotes from three to four pages to each unit. Includes educational objectives, summary of content, review and discussion questions, and filmstrip narration. A one-page introduction to the series gives a general overview and purpose and details the intended focus.
RELATED MATERIALS: No specific references given.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Encyclopaedia Britannica Educational Corporation

SERIES ABOUT FAMILIES: FAMILIES OF EAST AFRICA, by Willis, c. 1972

One of three sets of uncaptioned color filmstrips/cassettes, plus loose-leaf Teachers Guide. Grades 3-6. Supplementary. Four filmstrip/cassette units show the striking differences in the daily lives of the four families in four African countries. These cross-cultural studies show the mix of the old and the new and something of the effect of the great social changes taking place in Africa today.

ADOPTION TERMINATION DATE: June 30, 1980 (Readoption)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
3-6	FAMILIES OF EAST AFRICA Living in Rural Ethiopia Living on a Kenyan Tea Estate Living in Nairobi Living in Malawi	62.33

GENERAL DESCRIPTION: Four filmstrips/cassettes and a Teachers Guide. The Guide contains a one-page series introductory statement, and for each filmstrip, educational objectives, a summary of content, questions for discussion, and the filmstrip narration. Grades 3-6. Supplementary. Filmstrip/cassette units may be used in any order. Average 65 frames, eight minutes each. Focus is on the changing circumstances of families in the developing nations of the dark continent as they struggle to gain such conveniences of the modern world as more adequate food, education, health services, job training, and better housing. Instances of both city and urban life are shown.

GOALS AND OBJECTIVES: The introductory statement for the series says that the main purpose is to introduce the young child to "the diversity of life in modern Africa, which is a mix of the old and the new in constant tension." The objectives for the four filmstrips differ somewhat, but in each case, reference is made to showing how families live, attention to problems and their solutions, and the attempt to show some of the great economic and social problems they must face.

ORGANIZATION—SCOPE AND SEQUENCE: Each filmstrip gives first attention to location and geographic factors, and shows something of how such factors affect family life. How traditional ways of life blend with the new is another recurrent theme. One can see the influence of the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK in the stressing of similarities and differences, critical thinking, interpreting what is happening in the light of today's new ideas. Values and diversity goals are especially evident.

METHODOLOGY: Narrative/traditional. Constant comparison of the old and the new gives direction to the teacher in developing understandings, as do the discussion suggestions in the Teachers Guide. Awareness of family relationships and different responsibilities of family members can be used by a skillful teacher to have students look at themselves and their own situations. Selection of differing family groups in Ethiopia, Kenya, and Malawi is itself an indication of the need to contrast rural and agricultural situations with urban and developing areas, and both with a highly traditional society.

PROVISIONS FOR STUDENT EVALUATION: Implied rather than direct. Discussion questions indicate need for depth and research on some items. The quality of discussion that follows the showing of films will serve to show a perceptive teacher the depth of understanding of students.

SERIES ABOUT FAMILIES: FAMILIES OF EAST AFRICA (continued)

TEACHERS GUIDE/EDITION: Loose-leaf accompaniment provides a one-page series introduction, plus three or four pages of help for each filmstrip/cassette unit. Includes educational objectives, summary of content, discussion suggestions, and the filmstrip narration.
RELATED MATERIALS: No specific references given.

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Encyclopaedia Britannica Educational Corporation

SERIES ABOUT FAMILIES: FAMILIES OF SOUTH AMERICA, by Kracke, c. 1973

One of three sets of uncaptioned, color filmstrips/cassettes, plus loose-leaf Teachers Guide. Grades 3-6. Supplementary. English or bilingual version (English-Spanish). Six filmstrip/cassette units show families in Venezuela, Brazil, Argentina, and Peru, stressing the divergent life styles and cultures of these six families in very different economic stituations. Focus on introductory culture studies and concepts of world geography. Compatible with multicultural emphasis of California social studies programs.

ADOPTION TERMINATION DATE: June 30, 1980 (Readoption)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
3-6	FAMILIES OF SOUTH AMERICA Ranch Family of Brazil City Family of Argentina Family of the Amazon Indian Family of the Andes Poor Family of Lima Wealthy Family of Caracas	93.07

GENERAL DESCRIPTION: Six filmstrips with cassettes plus a loose-leaf Teachers Guide that contains a summary of the intent of the series and reasonable expectations from children after exposure to them. For each filmstrip, objectives, summary of content, and the filmstrip narration in both English and Spanish are given. Cassettes have English on one side and Spanish by a native speaker on the other. Focus is on geographical influences, work, play, education, and family interrelationships. Rich and poor families are contrasted. Grades 3-6. Filmstrip/cassette units may be used in any order. Filmstrips average 80 frames, eight minutes each.

GOALS AND OBJECTIVES: According to the introductory summary, the series "acquaints children with the many different ways of life existing side-by-side in South America, and how these are related to a variety of age-old traditions still evident in economic and political goals." The series objectives state that after viewing children should be able to describe in detail the life style of six South American families, understand how environment and culture influence how people live, discuss relationships between family members, and compare these families to their own.

ORGANIZATION—SCOPE AND SEQUENCE: Each filmstrip/cassette provides a picture of the daily lives of the family, their food, clothing, homes, and activities, and makes clear the effect of location, climate, culture and tradition. Each family has children. Similarities and differences are stressed. The CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK goals relating to concepts, skills of interpretation and comparison, diversity, and values are stressed. Multicultural goals especially emphasized.

METHODOLOGY: Narrative/traditional. In bilingual version, content is related by native speaker in Spanish on one side of cassette and English on the other. Color pictures show variety of activities in all six filmstrips so that comparisons can be made. Series objectives carried out in filmstrips. Filmstrips stimulate discussion so that awareness of family relationships can be fostered.

PROVISION FOR STUDENT EVALUATION: No specific materials provided.

SERIES ABOUT FAMILIES: FAMILIES OF SOUTH AMERICA (continued)

TEACHERS GUIDE/EDITION: Loose-leaf accompaniment of four pages for each filmstrip/ cassette unit, printed in both Spanish and English. Includes series objectives, brief summary of content, and filmstrip narration. A one-page introduction to the series gives the intent of the series, details the intended focus, and gives a general overview.
RELATED MATERIALS: No specific reference given.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Encyclopaedia Britannica Educational Corporation

SERIES ABOUT PLACES: AFRICA TRADITION AND CHANGE, by Visual Education Centre, Toronto, Canada, c. 1972

One of eight sets of uncaptioned color filmstrips/cassettes, plus loose-leaf Teachers Guide. Grades 4-8. Supplementary. The six filmstrip/cassette units in this set focus on the native peoples of five African nations in which agricultural, tribal ways of life are being drastically affected by growing industrialization. Differing approaches to their problems show dependence on tribal interests and the need for a competitive economy. Pluralistic. Compatible with comparative approach to social studies in California.

ADOPTION TERMINATION DATE: June 30, 1980 (Readoption)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-8	AFRICA TRADITION AND CHANGE Tanzania Builds a Nation Masai Herders of Tanzania Ivory Coast Ethiopian Village Life Liberia Botswana: Where Water Means Prosperity	93.07

GENERAL DESCRIPTION: Six filmstrips with cassettes plus a loose-leaf Teachers Guide that contains summary of the intent of the series and for each filmstrip/cassette unit, objectives, summary of content, questions for follow-up discussion, and the filmstrip narration. Stimulates inquiry-type discussions and comparisons with other people. Order of units not important, except that the two on Tanzania should be used consecutively. Pluralistic. Grades 4-8, with emphasis on more able youngsters. Influence of a range of African physical environments evident. Growth of modern cities contrasts with virtually unchanged native African life, with resultant problems that are common to many world areas. Filmstrips average 75 frames, 12 minutes each.

GOALS AND OBJECTIVES: Summary of series in Teachers Guide states that the purpose is "to examine the forces and changes that impact upon the native people of Africa" and "to present a continuum of change." Objectives are listed in the four-page guide for each series. Generally these include showing how climate, topography, location, and other geographical factors help to determine the way of life and possibilities for progress; illustrating the changes taking place in traditional ways of life; and showing the cultural diversity in these African countries.

ORGANIZATION—SCOPE AND SEQUENCE: Each filmstrip/cassette unit locates the nation being studied on the continent and in relation to others, shows the people in various activities and occupations; their names, food, clothing; and clearly illustrates the changes taking place today. Attention is given to problems and the many things that must be done before they are solved. Students should gain up-to-date knowlege about these people and develop some appreciation of their values, as well as of the similarities and differences between them and with our way of life. The CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK goals relating to concepts, diversity, and values are especially stressed.

METHODOLOGY: Traditional method used, with content being given by narrator. Well chosen color pictures show variety of life and activities, all of which can be discussed after viewing. Questions in Teachers Guide are comprehensive thought questions which can be

SERIES ABOUT PLACES: AFRICA TRADITION AND CHANGE (continued)

adapted to the ability of the students, and which might be used to stimulate further study and research.

PROVISIONS FOR STUDENT EVALUATION: No specific materials provided, except thought-provoking questions in the Teachers Guide can be used to assess what is being learned.

TEACHERS GUIDE/EDITION: Loose-leaf accompaniment devotes four pages to each filmstrip unit, including objectives, summary of content, questions for discussion, and filmstrip narration. A one-page introduction to the series gives the orientation and intent of the series with some helpful overall statements for the teacher.

RELATED MATERIALS: No specific references given.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Encyclopaedia Britannica Educational Corporation

SERIES ABOUT PLACES: ANCIENT CIVILIZATIONS OF THE AMERICAS, by deBorhegyi, c. 1972

One of eight sets of uncaptioned, color filmstrips/cassettes, plus loose-leaf Teachers Guide. Grades 4-8; publisher lists "intermediate and junior high school." Supplementary. The three filmstrip/cassette units in this set tell the story of the three ancient Indian civilizations that ended with Spanish conquest in the 16th century. Focus is on their striking achievements. Background for Latin American study.

ADOPTION TERMINATION DATE: June 30, 1980 (Readoption)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-8	ANCIENT CIVILIZATIONS OF THE AMERICAS The Incas The Mayas The Aztecs	47.01

GENERAL DESCRIPTION: Three filmstrips/cassettes plus a loose-leaf Teachers Guide that contains a summary for the series, and for each filmstrip/cassette unit, educational objectives, summary of content, questions for discussion, and the filmstrip narration. Colorful original drawings and keyed narration give the student a "you were there" sense. Stimulates thought and should encourage students to try to determine how and why these advanced civilizations developed as they did. Grades 4-8; probably best for older children. Filmstrips average 55 frames, 7 minutes each.
GOALS AND OBJECTIVES: According to the series summary, it "attempts to delineate the significant contributions which these cultures made to modern understandings in architecture, engineering, writing, medicine, and astronomy." The objectives given for each filmstrip/cassette unit are to trace the history of the three great ancient Indian civilizations of the Americas, to illustrate important aspects of their cultures, and to evaluate their achievements.
ORGANIZATION—SCOPE AND SEQUENCE: Basically historical. Each filmstrip is an indepth analysis of the political, religious, and social mores of the three major Indian civilizations of the Americas—the Incas, the Mayas, and the Aztecs. The achievements of all three are clearly shown: the great cities, many miles of roads, irrigation and terracing techniques, and advanced medical and surgical techniques of the Incas; the astrology knowledge, architectural achievements, and the number system and written language of the Mayans; the capital built on a lake, the work of skilled craftsmen, and the accurate calendars of the Aztecs.
METHODOLOGY: Traditional/narrative. Students should be able to apply critical thinking and problem-solving skills to determine how these civilizations developed to such a high degree. Questions for discussion of each filmstrip point the way toward important considerations that will help students understand present-day Latin American life, as well as provide a base for comparisons with our own life styles.
PROVISIONS FOR STUDENT EVALUATION: Only the discussion questions are provided.
TEACHERS GUIDE/EDITION: Loose-leaf accompaniment to each filmstrip/cassette includes objectives, summary of content, questions for discussion, and filmstrip narration. The one-page introduction to the series gives the orientation and intent of the series with some overall statements for the teacher.

SERIES ABOUT PLACES: ANCIENT CIVILIZATIONS OF THE AMERICAS (continued)

IMPLEMENTATION REQUIREMENTS: If maximum use is to be obtained, previewing is essential. Use of maps, pictures, and reading material related to the various areas will enhance understanding.
RELATED MATERIALS: None specified.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Encylopaedia Britannica Educational Corporation

SERIES ABOUT PLACES: THE ANDEAN LANDS, by Eidt, c. 1973

One of eight sets of uncaptioned color filmstrips/cassettes, plus a loose-leaf Teachers Guide. Grades 4-8. Supplementary. Bilingual version available (Spanish-English). Five filmstrip/cassette units help develop a positive self-image. Reinforcement of traditional cultural values and language patterns.

ADOPTION TERMINATION DATE: June 30, 1980 (Readoption)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-8	THE ANDEAN LANDS Life in the Highlands Life in the Lowlands Venezuela: Sowing The Oil A Highland Indian Village Coffee Farmer of Colombia (English only or Spanish/English versions available)	77.75

GENERAL DESCRIPTION: Five filmstrips/cassettes plus a loose-leaf Teachers Guide that contains a series summary in English only, and a brief guide for each unit. Each of the latter contains objectives, summary of content, and filmstrip narration in both Spanish and English. Cassettes are in both languages. Series shows the striking contrasts of the Andean countries—Venezuela, Colombia, Ecuador, Peru, and Bolivia. Emphasizes influences of geography and history on today's economic and cultural life. Grades 4-8; publisher says intermediate-junior high. Filmstrips average 80 frames, 8 minutes each. Appropriate for bilingual/bicultural programs.

GOALS AND OBJECTIVES: According to the publisher's summary, the purpose is to explore the dynamics of people in change. The series objectives are to show how physical conditions and environment (especially the Andes Mountains) have helped shape contemporary life, to acquaint students with life styles and economics, to show the progress of these lands and project possibilities for the future.

ORGANIZATION—SCOPE AND SEQUENCE: Each unit shows the land, the people, and their history and the influence of each on life styles and economies. The variations in ways of living in the different areas is illustrated, and especially emphasized in the glimpses of village life in Peru and a coffee grower's family in Colombia. In each unit, change alongside traditional ways helps develop the pattern of the series. Student will recognize contrasting values and expectations and begin to analyze current complex problems of these nations in their continental and world setting. Consistent with CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK, especially in concepts, values, and diversity goals.

METHODOLOGY: Narrative/traditional. Stimulates interest in areas through colorful descriptive pictures, including many close-ups, and informative narration. Up to date. Much opportunity to compare and contrast areas shown as well as with the United States. Maps show locations being discussed.

PROVISIONS FOR STUDENT EVALUATION: None provided. Teacher can detect learnings of students from discussions and use of materials, as well as through related research students do.

SERIES ABOUT PLACES: THE ANDEAN LANDS (continued)

TEACHERS GUIDE/EDITION: Loose-leaf accompaniment includes a series summary that details the intent and purpose of the series, plus separate folders for each filmstrip/cassette unit. The latter are in both Spanish and English, and give objectives, the filmstrip narration, and a brief paragraph of explanation.
IMPLEMENTATION REQUIREMENTS: Previewing by the teacher is essential. Use of additional materials will enhance understanding.
RELATED MATERIALS: None given.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Encyclopaedia Britannica Educational Corporation

SERIES ABOUT PLACES: AUSTRALIA AND NEW ZEALAND, by Clark, c. 1972

One of eight sets of uncaptioned color filmstrips/cassettes, plus loose-leaf Teachers Guide. Grades 4-8. Supplementary. The six units in this set tell the story of two of the last world regions to be settled. Different from others in the Series About Places in that tradition seems less prominent. Contemporary cultures with own brand of multiculturalism.

ADOPTION TERMINATION DATE: June 30, 1980 (Readoption)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-8	AUSTRALIA AND NEW ZEALAND Australia: The Island Continent New Zealand: Land of the Long White Cloud The Australians The New Zealanders Australia and New Zealand: The Agricultural Achievement Australia and New Zealand: Toward Industrialization	93.07

GENERAL DESCRIPTION: Six filmstrips with cassettes, plus loose-leaf Teachers Guide containing a series summary and a separate leaflet for each filmstrip/cassette unit. The latter contains objectives, content summary, filmstrip narration, a list of vocabulary words, and questions for discussion. Compares and contrasts climatic and land conditions on both islands, and also examines agricultural and industrial achievements. Influence of the British is evident. Aborigines' and Maoris' place among the people clearly shown. Comprehensive treatment of both islands. Grades 4-8; publisher says Intermediate to Junior High; probably best for upper grades.

GOALS AND OBJECTIVES: Publisher says series is designed for world geography and contemporary culture studies in intermediate and junior high school. A central theme is "concern for the preservation of the environment, both physical and cultural..." Objectives for individual filmstrips vary, but generally they are to describe geographical conditions and show relationships to the development of the islands and the life styles of the people, to show animal and plant life, to trace the development historically, to describe the people, and to detail agricultural and industrial achievements.

ORGANIZATION—SCOPE AND SEQUENCE: Moves from the land to the people to their life styles, achievements, and economies. While Australia and New Zealand are treated separately, each is contrasted with the other. The British heritage, the pioneer's independence, the native's individuality are all treated with understanding and respect. Series gives a picture of all facets of life in these very different nations. Racial harmony and quality illustrate diversity goal of California social studies. Opportunities for development of attitudes and values.

METHODOLOGY: Narrative/traditional. Color pictures and narration stimulate students to do further research, to analyze, compare, and contrast. Teacher helps in Guide give direction to teachers.

PROVISIONS FOR STUDENT EVALUATION: Discussion questions provided can help teacher evaluate learnings and indicate further extensions that would be valuable.

TEACHERS GUIDE/EDITION: Brief loose-leaf leaflets for each filmstrip/cassette unit, plus summary sheet for series. For each unit: objectives, content summary, vocabulary, discussion questions and filmstrip narration.

SERIES ABOUT PLACES: AUSTRALIA AND NEW ZEALAND (continued)

IMPLEMENTATION REQUIREMENTS: If maximum use is to be attained, previewing by the teachers is essential. Maps, books, and other related materials would be helpful.
RELATED MATERIALS: No specific references given.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Encyclopaedia Britannica Educational Corporation

SERIES ABOUT PLACES: BRAZIL, by Eidt, c. 1973

One of eight sets of uncaptioned color filmstrips/cassettes, plus loose-leaf Teachers Guide. Grades 4-8. Supplementary. The six filmstrip/cassette units in this set explore the land, the people, the resources, and the problems of contemporary Brazil. Focus on the great contrasts in life styles and people in a pluralistic nation that is a racial and cultural democracy.

ADOPTION TERMINATION DATE: June 30, 1980 (Readoption)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-8	BRAZIL The People of Brazil The Land of Brazil The Amazon Basin Flight to the Cities Coffee Fazenda in Brazil Two Brazilian Cities (Salvador and Sao Paulo)	93.07

GENERAL DESCRIPTION: Six filmstrips with cassettes. A loose-leaf Teachers Guide contains a summary of the series,and for each unit, educational objectives, summary of content, questions for discussion, and filmstrip narration. The first two filmstrip/cassette units are general—people and land—and show the vast differences and contrasts. Two, treating the Amazon Basin and a large coffee fazenda, look penetratingly at important areas. The remaining two units concentrate on cities and people who flee to them for a chance at a better life. Throughout all runs the theme of almost insurmountable problems, but also of unity and purpose. Compatible with California state social studies framework, especially stressing diversity and values. Grades 4-8, with emphasis on upper levels. Filmstrips average 90 frames, 12 minutes each.

GOALS AND OBJECTIVES: The summary for the series indicates that a major purpose is to give students opportunities to compare and contrast life styles "of many segments of society and relate these to ones they know in the United States." Another purpose is to show a pluralistic society where all retain their racial integrity but are a true part of the whole society. Each filmstrip has separate objectives, but all describe, compare, examine, and show relationships in the various segments of Brazilian life portrayed.

ORGANIZATION—SCOPE AND SEQUENCE: Indepth look at Brazil's four major geographical regions and their inhabitants. Comprehensive view of the people and their relationship to their environment in each filmstrip/cassette unit. Emphasis on contrasts and on problems facing them. Content follows through on listed objectives, showing families in several walks of life. Consistent with CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK, especially diversity and values. Bilingual/bicultural, though English is the only language used in cassettes.

METHODOLOGY: Narrative/traditional. Stimulates children to explore reasons for great contrasts, the varying cultural stresses, etc. Questions for discussion give leads to further research.

PROVISIONS FOR STUDENT EVALUATION: Discussion questions are provided.

SERIES ABOUT PLACES: BRAZIL (continued)

TEACHERS GUIDE/EDITION: Loose-leaf accompaniment contains a series summary detailing the intent of the series, and a folder for each filmstrip/cassette unit which includes objectives, summary of content, discussion suggestions, and filmstrip narration.
IMPLEMENTATION REQUIREMENTS: Previewing by the teacher is essential.
RELATED MATERIALS: No specific references given.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Encyclopaedia Britannica Educational Corporation

SERIES ABOUT PLACES: CENTRAL AMERICA AND THE CARIBBEAN, by Eidt, c. 1972

One of eight sets of uncaptioned color filmstrips/cassettes, plus loose-leaf Teachers Guide. Grades 4-8. Supplementary. Bilingual version (Spanish and English). The six filmstrip/ cassette units in this set illustrate and explain the effects of widely different economic and social conditions. They show family life in some instances, rapid industrialization and the predominance of State aims in others. Consistent with multicultural emphasis of California social studies.

ADOPTION TERMINATION DATE: June 30, 1980 (Readoption)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-8	CENTRAL AMERICA AND THE CARIBBEAN Central America City Family of Costa Rica Indian Family of Guatemala Islands of the Caribbean Puerto Rico Today Cuba Today (English only or Spanish/English versions available)	93.07

GENERAL DESCRIPTION: Six filmstrip/cassette units, plus a loose-leaf Teachers Guide that contains a summary for the series, and for each unit, objectives, summary of content, and the filmstrip narration. All the information except the series summary is in both Spanish and English, and cassettes have Spanish on one side and English on the other, Grades 4-8; publisher says intermediate-junior high. Key areas in the Caribbean are depicted, all with their problems relating to poverty, housing, and subsistence, but all emphasize promise if basic difficulties can be overcome. Filmstrips average 80 frames, 11 minutes each.

GOALS AND OBJECTIVES: The series purpose is to show how economics and social problems and the physical isolation from other nations have made it difficult for these countries to adapt to necessary change. Individual filmstrips show how history and geography have influenced their development and values, and how individual each nation's solutions have been.

ORGANIZATION—SCOPE AND SEQUENCE: All start with the land, the people, the history, and go on to how each one is attempting to better its people's lives. Contrasts are shown in the life of a family of Guatemalan Indians and that of a family of Costa Rican coffee growers. The progress of Puerto Ricans under their determinted President Marin is contrasted with the uncertain development of the Cuban economy under Castro, the latter narrated by a Cuban refugee. Consistent with the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK. Multicultural goals especially emphasized.

METHODOLOGY: Narrative/traditional. Stimulates students by Spanish-English component to realize bilingual/bicultural aspect of this area. Varying approaches to similar problems by the different nations could motivate students to analyze reasons for this. Similarities and differences and contrasts with life in the United States could also be stressed.

PROVISIONS FOR STUDENT EVALUATION: No discussion questions or other helps provided. Format of units could promote evaluation of economics and problem solving by students, thus providing a measure of evaluation for the teacher.

SERIES ABOUT PLACES: CENTRAL AMERICA AND THE CARIBBEAN (continued)

TEACHER GUIDE/EDITION: Loose-leaf accompaniment includes a series summary for the teacher. Each unit guide of several pages gives objectives, brief summary of content, and the filmstrip narration in both Spanish and English, with both languages on the cassettes also.
IMPLEMENTATION REQUIREMENTS: Previewing by the teacher is essential. Reading materials on the various areas will enhance understanding.
RELATED MATERIALS: No specific references given.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Encyclopaedia Britannica Educational Corporation

SERIES ABOUT PLACES: HAWAII—THE 50TH STATE, by Lum and Ihara, c. 1973

One of eight sets of uncaptioned color filmstrips/cassettes, plus loose-leaf Teachers Guide. Grades 4-8. Supplementary. The four filmstrip/cassette units in this set "present the history and contemporary life of the island, seen through the eyes of its diverse ethnic groups." Moving from a tribal kingdom to statehood in 200 years without losing the richness of its many heritages is an accomplishment few nations can match. Multiethnic and multicultural.

ADOPTION TERMINATION DATE: June 30, 1980 (Readoption)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-8	HAWAII—THE 50TH STATE Hawaii's Origins: Its First People Hawaii's History: From Kingdom to Statehood Hawaii's Economy: Growth and the Future Hawaii's People: Islands of Contrasts	71.39

GENERAL DESCRIPTION: Four filmstrips with cassettes. A loose-leaf Teachers Guide contains a summary of the series intent, educational objectives, questions for review and discussion, resource materials, and the filmstrip narration. According to the publisher, "ancient songs and legends, firsthand accounts, drawings, and artifacts help to recreate on screen the absorbing story...." The first two filmstrips are largely history, the third shows the comparatively rapid growth of the Hawaiian economy, and the fourth, modern day life in the islands. The fourth filmstrip/cassette unit shows the cultural mix and some of the problems relating to multicultural aspects through a glimpse of the family life of three families: temporary military residents, a native Hawaiian family, and a Chinese family. Unifying all four units in the set are the concepts that generations of Hawaiian people from many places in the world have adapted their life styles well economically, politically, and socially, demonstrating the "strength and richness of a dynamic, pluralistic society." This unit set is compatible with the direction of modern social studies, and is especially illustrative of the diversity and values goals of the California State Framework. Filmstrips average 85 frames, 16 minutes each. Probably best for older levels of the grade level span, with the exception that Hawaii's People: Islands of Contrasts could be used by younger children.

GOALS AND OBJECTIVES: The introductory statement for the series states that "the unique purpose...is to show...that it is possible for a group of peoples or a nation to secure the advantages of participation in the modern world without abandonment of its traditions." The objectives for each filmstrip/cassette unit differ because of the differing content, but generally they attempt to show how the size, location and climate affect the economy and the life styles, and how traditions and culture of the many ethnic and cultural groups have been preserved in modern times.

ORGANIZATION—SCOPE AND SEQUENCE: Organized chronologically from earliest times to the present. Content follows through on the concepts listed in the purposes, with much attention given to the diversity of the cultures, with suggestions for applications by the students as they learn more about Hawaii and its people. Contrasts in family life are shown in the last of the four filmstrips. Compatible with the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK goals, especially diversity and values. Teachers can help students to use this material to develop skills of critical thinking as they compare families,

SERIES ABOUT PLACES: HAWAII—THE 50TH STATE (continued)

the old and the new economics, and the life styles of families shown in the filmstrips. These materials can also help students become aware of value differences and interpretations and varying ways of interpreting rights and privileges of citizenship.
METHODOLOGY: Narrative/traditional. Blends history with modern life. Questions for review and discussion in the Teachers Guide can give opportunity to gain insight into the Hawaiians and serve as a base for comparing them with pupils' own lives. Sources of additional references given in the Guide also offer additional help for teachers.
PROVISIONS FOR STUDENT EVALUATION: Questions for review and discussion offer avenues for evaluation.
TEACHERS GUIDE/EDITION: Loose-leaf accompaniment devotes three or four pages to each filmstrip unit, including objectives, content summary, review and discussion questions, resource suggestions, and the filmstrip narration. The one-page series introduction gives the intent of the series.
IMPLEMENTATION REQUIREMENTS: If maximum use is to be obtained, previewing is essential. Use of maps, pictures, and reading material related to the various areas will enhance understanding.
RELATED MATERIALS: Brief references given in the Teachers Guide.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Encyclopaedia Britannica Educational Corporation

SERIES ABOUT PLACES: INTRODUCTION TO LATIN AMERICA, by Eidt, c. 1973

One of eight sets of uncaptioned color filmstrips/cassettes, plus loose-leaf Teachers Guide. Grades 4-8. Supplementary. Bilingual version available (English-Spanish). Five filmstrip/cassette units intended for bilingual/bicultural situations. Examines contemporary Latin America from a geographical, historical, cultural, and economic perspective. Compatible with multicultural emphasis of California social studies programs.

ADOPTION TERMINATION DATE: June 30, 1980 (Readoption)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-8	INTRODUCTION TO LATIN AMERICA Latin America: Its Land Latin America: Its History Latin America: Its People Latin America: Its Agriculture Latin America: Its Industry (English only or Spanish/English versions available)	77.75

GENERAL DESCRIPTION: Five filmstrips/cassettes plus a loose-leaf Teachers Guide that contains a summary for the series, and for each filmstrip/cassette unit, educational objectives, summary of content, and the filmstrip narration in both Spanish and English. Cassettes have English on one side and Spanish by a native speaker on the other. The series gives a comprehensive overview of Latin America as it is today (geographical, historical, cultural, and economic) with all its variations and contrasts. Grades 4-8; the publisher says "intermediate and junior high." Filmstrips average 75 frames, 11 minutes each.

GOALS AND OBJECTIVES: According to the introductory summary, "variety and contrast, even within the same linguistic and historical framework, is the theme of the series, along with the common problems of pervasive economic instability and political turnover." Objectives as given in the Teachers Guide for each unit vary somewhat, but they all state that the purpose is to survey the topic involved, to create an awareness of the diversity in the various situations, to show relationships, and to describe and evaluate effects of the various conditions.

ORGANIZATION—SCOPE AND SEQUENCE: Conceptually organized, starting with the land, the history, the people, and going on to what they do with what they have. Especially evident is the side-by-side existence of traditional ways of doing things and the newest of ideas and technologies. Identifying the historical and cultural roots stemming from the indigenous tribes and the European explorers helps students see the blending of the cultures and the worth and contributions of both. The CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK goals relating to concepts, skills of interpretation and comparison, diversity, and values are stressed. Multicultural goals are especially emphasized.

METHODOLOGY: Narrative/traditional. Provides an introduction to a study of the vast lands from Mexico to the tip of South America. Should offer provocative incentives to students to find out more, either as a group or individually, to such questions as "Why is much of Latin America still underdeveloped?" "How does tradition affect today's Latin American?" "What problems do these people face now and in the future?" From a bilingual/bicultural standpoint, oral and written language development should be aided.

SERIES ABOUT PLACES: INTRODUCTION TO LATIN AMERICA (continued)

PROVISIONS FOR STUDENT EVALUATION: No discussion questions are provided, but the format of the filmstrip/cassette units promotes discussion and speculation. The way students handle this should indicate to the teacher how much students are getting from the series.
TEACHERS GUIDE/EDITION: Loose-leaf accompaniment includes a series summary that gives direction to the teacher. The three-to-four page guide for each unit contains objectives, summary of content, and the filmstrip/cassette narration in both Spanish and English. Brief but pertinent helps.
IMPLEMENTATION REQUIREMENTS: Previewing is essential. Use of maps, pictures, and reading material related to the various areas will enhance understanding.
RELATED MATERIALS: No specific references given.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Fideler Publishing Co.

CANADA AND LATIN AMERICA PROGRAM, by Fideler and others, c. 1972-1977

A 4-8 basic or supportive program. Required components include the student text and the teachers guide. Supplementary materials are the duplicator masters, discovery cards and folders, and a concept development chart.

ADOPTION TERMINATION DATE: June 30, 1982 (Readoption)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-8	(Available in 4 separate volumes or in one volume editions)	
	Separate volume editions:	
	Canada (hardbound)	7.69
	Mexico (hardbound)	7.66
	Caribbean Lands (hardbound)	7.64
	South America (hardbound)	7.64
	One volume edition:	
	American Neighbors (hardbound)	10.91
	Discovery Sheets, Volume 1 (56 duplicator masters) (softbound)	10.86
	Discovery Folders (Set of 16 student file folders) (paper)	3.37
	Canada and Latin America Learning Stations Kit: 1 Wall Concept Chart (paper) 100 Discovery Cards, boxed 400 Achievement Cards (paper) Teachers Learning Station Guide	7.82

GENERAL DESCRIPTION: Descriptive-expository texts which are designed to stress concept development. Each text is divided into four major divisions: Land and Climate, History and Government, People and Their Way of Life, and Earning a Living. The concept chart in the "Learning Stations Kit" indicates the following central concepts: our planet in space, highlands, lowlands, climate, history, government, people, cities, arts, natural resources, farming, industry, exchange, and ecology. Each text in the series seeks to stimulate the development of these concepts through descriptive detail, problems to be solved, and cross-referencing to the section at the close of each book on the "Great Ideas of Man." The duplicator master sheets, concept achievement chart, and discovery cards further extend activities and potential concept development. The Discovery Cards are correlated with the concepts on the concept chart and with textual material. Each student text also includes a section on The Needs of Man; a glossary; indexes; and sections on Thinking and Solving Problems, Learning Map Skills, and Learning Social Science Skills. Values are given some emphasis in the discussion of thinking and solving problems and a stronger emphasis in the discussion of the great ideas of man. The program supports the five goals—concepts, skills, diversity, values, and social participation—of the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK.

GOALS AND OBJECTIVES: Goals are stated as thinking, understanding, values and attitudes, self-concept, and skills. Each of these goals is discussed in detail in "A Handbook for Teachers" which is the third section of the Teachers Guide. Behavioral goals are specified for each lesson plan in the section of the Guide on "Teaching With the Textbook."

CANADA AND LATIN AMERICA PROGRAM (continued)

ORGANIZATION—SCOPE AND SEQUENCE: Each book is divided into four major divisions as indicated above in the "general description." Internal organization within these parts is topical with the discussion primarily expository. Activities are "discovery" oriented. The materials will assist with the development of each of the goals of the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK.
METHODOLOGY: The focus is on "discovery" as this term is elaborated by the authors in Part 3 of the Teachers Guide on "Strategies of Discovery." The Teachers Guide "provides the ideas, the open-ended questions, the activities the teacher needs for creating settings in which students are challenged to think, to discover, to explore." Five principles undergird each lesson plan: (1) "The teacher's goal is to create a learning situation that is likely to arouse the natural curiosity of each student and motivate him/her to become an active participant." (2) "The teacher builds a setting for learning around a limited number of major concepts." (3) "In planning a setting for learning, the teacher considers the growth objectives that may be reached by each student...." (4) "The teacher sustains the student's interest...." (5) "As students are involved in making their own discoveries, the teacher evaluates their progress in reaching the goals that have been established." Activities are suggested for working as a class group, in discovery teams, and for team projects.
PROVISIONS FOR STUDENT EVALUATION: Evaluation activities are a part of each lesson plan. These usually include checking understanding of concepts, examining one's attitudes, and checking skills. Section 10 of Part 3 of the Teachers Guide is on "Evaluation."
TEACHERS GUIDE/EDITION: The Teachers Guide has three major parts: (1) Opportunities to assist the student to acquire concepts, values and attitudes, and skills; (2) Teaching With the Textbook (lesson plans); and (3) A Handbook for Teachers. In addition to other information, the "Opportunities" section presents as analysis of major concepts and where they are developed throughout the Fideler materials. Part 3 of the Guide which is entitled "A Handbook for Teachers" presents professional materials on goals, strategies of discovery, thinking, understandings, values and attitudes, self-concept, skills, individual differences, how social scientists think and work, evaluation, and bibliography.
IMPLEMENTATION REQUIREMENTS: Materials are clear and easy to follow.
RELATED MATERIALS: The supplementary materials listed will be of assistance in carrying out the activities suggested. However, it is well to note that the Discovery Sheets, Volume 1 are suggested by the publisher for use with students at sixth grade and above. These sheets, the boxed discovery cards, and discovery folders are the same publications for the Canada and Latin America, United States, and World Cultures series. The "Learning Station Kit" varies only in that a different title strip is provided according to the series.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Fideler Publishing Co.

COLONIAL AMERICA, by Fisher and others, c. 1974

A 4-8 basic or supportive student text.

ADOPTION TERMINATION DATE: June 30, 1982

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-8	Student text (hardbound)	6.56

GENERAL DESCRIPTION: A student text descriptive of the colonial period and divided into fourteen chapters: Colonists Come to America; Colonial Homes; In an Early Colonial Kitchen; Candles and Lamps; Making Soap; Spinning and Weaving; Clothing in Colonial Times; Making Work Fun; Colonial Schools; The Church in New England; A New England Village; Earning a Living; Life on a Southern Plantation; Colonies in the West. There is a five-page section at the close of the book on "Learning Social Studies Skills." The book closes with a glossary for each word that was marked with an asterisk in the text and an index. Pictures are black and white, sepia, and blue toned. There is no teachers edition. The content can be used to aid concept formation and the skills section will assist with goal two of the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK.
GOALS AND OBJECTIVES: None are provided.
ORGANIZATION--SCOPE AND SEQUENCE: Is as specified through chapter headings incorporated above in the "general description." Each chapter closes with a section on "checking your understanding" and with suggestions for additional activities.
METHODOLOGY: There is no discussion of methodology. Activities for students are developed at the close of each chapter. The five-page section on "learning social studies skills" is directed to the student and discusses "making reports," "how to find information you need," "holding a group discussion," and "working with others."
PROVISIONS FOR STUDENT EVALUATION: None is provided.
TEACHERS GUIDE/EDITION: None is provided.
IMPLEMENTATION REQUIREMENTS: This is a reading book with study activities. No special implementation is required.
RELATED MATERIALS: None is provided.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Fideler Publishing Co.

INQUIRY ABOUT FREEDOM: CIVIL RIGHTS AND INDIVIDUAL RESPONSIBILITY, by Jennings and Hertel, c. 1975

A 7-8 basic or supportive part of a 4-8 program. Required components are the student text and the teachers edition. A book of duplicator masters for all questions in the teachers edition is provided as a supplementary material.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
7-8	Student Text (hardbound)	7.64
	Teachers Edition (hardbound)	7.67
	Discovery Sheets (57 duplicators masters) (paperbound)	10.86

GENERAL DESCRIPTION: This expository-descriptive text focuses on the concept of freedom and its historical and contemporary development. Freedom is defined as having four aspects: personal, political, economic, and religious. The book is divided into five major sections: What Is Freedom?, The Search for Personal Freedom, The Search for Political Freedoms, The Search for Religious Freedom, and The Search for Economic Freedom. The diversity of people and groups who have sought to achieve or extend freedom in the American experience are well represented, for example, Black Americans, American Indians, Women, Press, Pilgrims, Mormons, Amish, Labor and Industry. Current issues presented are Women's Liberation, the struggles of American Indians and Black Americans, the 1968 Democratic Convention Riot, the Chicago Conspiracy Trial, prayers in public schools, the farm workers movement, and protecting the environment. The final section of the student text is a "Skills Manual." Questions for students presented in the Teachers Edition are also produced as duplicator masters in the booklet entitled Discovery Sheets. The text focuses on one of the central concepts of the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK and through its development supports the skills, diversity, and values goals. Concept development is strengthened further by the cross-referencing of material in the text to the section on "The Great Ideas of Man" and "The Needs of Man."

GOALS AND OBJECTIVES: The implicit goal of the text is stated in the Teachers Edition: "...enables students to explore the continuing struggle for freedom...." No specific goals or objectives are stated.

ORGANIZATION—SCOPE AND SEQUENCE: The text is divided into the five parts listed above in the "general description." Within each part, the major divisions are generally topical with the organization within the topic being chronological. For example, "The American Woman's Search" under Part 2 on "The Search for Personal Freedom" follows this pattern of development: role of women in the colonies, the early women's rights movement (1840-1960), changes in the role of women (1800's-1869), gaining the right to vote (1869-1920), the role of women since 1920, the goals of Women's Liberation. The scope is further extended through cross-referencing of major ideas to the sections on "The Needs of Man" and "The Great Ideas of Man." The "Skills Manual" in the student edition enlarges the scope of potential learnings. The Declaration of Independence and the Constitution are appended to the student text.

METHODOLOGY: The approach is termed "inquiry" by the authors. The approach works from an expository-descriptive base of textual materials and is processed through many questions of fact and reasoning. A timeline is a part of the presentation of each unit of study. Written documents, pictures (primarily black and white, sepia, and color tinted), and open-ended questions are used to motivate students to examine their own feelings and ideas.

PROVISIONS FOR STUDENT EVALUATION: No specific provisions are made for evaluating student progress except as it is suggested that the unit questions may be used, also, in pre- and post-testing.

TEACHERS GUIDE/EDITION: The Teachers Edition provides a page of questions and activities to support each of the 57 units. These pages have been reproduced as duplicator masters in the booklet entitled Discovery Sheets. A bibliography for the teacher is also included in the Teachers Edition as is the following statement on "levels of achievement": "By careful selection of questions and activities, you can provide for achievers at three or more levels—high, average, and low. For example, when written responses are required, a low-level achiever may answer only a few of the questions. A high achiever may answer all of the questions and carry out all of the projects provided for enrichment."

IMPLEMENTATION REQUIREMENTS: The materials are clear and easy to follow. No special inservice education is required.

RELATED MATERIALS: None are provided other than the Discovery Sheets.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Fideler Publishing Co.

UNITED STATES PROGRAM, by Jenning and others (eds.), c. 1974-1977

A 4-8 basic or supportive program. Required components will be determined by how the materials are used. The most limited use would require the student text and the teachers guide. Supplementary materials are the duplicator masters, discovery cards and folders, the concept chart, and the picture banks.

ADOPTION TERMINATION DATE: June 30, 1982 (Readoption)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-8	UNITED STATES PROGRAM	
	The Northeast (hardbound)	8.78
	The South (hardbound)	8.75
	Midwest and Great Plains (hardbound)	8.75
	The West (hardbound)	8.75
	Teachers Guide, Man in the United States (softbound)	6.58
	Discovery Sheets, Volume I (56 duplicator masters) (softbound)	10.86
	Discovery Folders (set of 16 student file folders) (paper)	3.37
	United States Learning Station Kit: 1 Wall Concept Chart (paper) 100 Discovery Cards, boxed 400 Achievement Cards (paper) Teachers Learning Station Guide	7.82
	1 United States Discovery Cassette	4.30
	United States Picture Banks (45 17½"x23" assorted black and white and full color pictures in each of the following banks in a styrofoam storage box with a student research text):	
	The Northeast with 1 student Visual Teaching Text (softbound)	32.83
	Midwest and Great Plains with 1 student Visual Teaching Text (softbound)	32.83
	The West with 1 student Visual Teaching Text (softbound)	32.83

GENERAL DESCRIPTION: Descriptive-expository texts which are designed to stress concept development. Each text has six major parts: Land and Climate, History, People, Earning a Living, Great Ideas That Built Our Nation, and States of the Region. The concept chart in the Teachers Guide states fifteen (sixteen in the 1977 editions in which "freedom" has been added) major concepts: land, climate, natural resources, physical needs, social needs, the need for faith, cooperation, loyalty, rules and government, language, education, using natural resources, using tools, division of labor, and exchange. The concept chart in "The Learning Station Kit" presents a different list of concepts but this should not prove difficult. Each text in the series seeks to stimulate the development of these concepts through descriptive detail, problems to be solved, and cross-referencing to the section on the "Great Ideas That Built Our Nation." The duplicator master sheets, concept achievement chart, discovery cards, cassette, and picture bank with its guide for student research further extend activities and potential concept development. The activities on the Discovery Cards are correlated with the concepts on the concept chart and with textual material. Each student text also includes the following sections: Facts About Our States, Thinking and

UNITED STATES PROGRAM (continued)

Solving Problems, Learning Social Studies Skills, Learning Map Skills, Glossary, and Indexes. Values are given emphasis in the discussion of thinking and solving problems and in the section on the great ideas of man. The program supports each of the five goals—concepts, skills, diversity, values, and social participation—of the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK.

GOALS AND OBJECTIVES: Goals are stated as thinking, understandings, values and attitudes, self-concept, and skills. Each of these goals is discussed in detail in "A Handbook for Teachers" which is the third section of the Teachers Guide. Behavioral goals are specified for each lesson plan in the section of the Guide on "Teaching With the Textbook."

ORGANIZATION—SCOPE AND SEQUENCE: Each book is divided into six major divisions as indicated above in the "general description." Internal organization within these parts is topical with the discussion primarily expository. Activities are "discovery" oriented. The materials will assist with the development of each of the goals of the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK.

METHODOLOGY: The focus is on "discovery" as this term is elaborated by the authors in Part 3 of the Teachers Guide on "Strategies of Discovery." The Teachers Guide "provides the ideas, the open-ended questions, the activities the teacher needs for creating settings in which students are challenged to think, to discover, to explore." Five principles undergird each lesson plan: (1) "The teacher's goal is to create a learning stiuation that is likely to arouse the natural curiosity of each student and motivate him/her to become an active participant." (2) "The teacher builds a setting for learning around a limited number of major concepts." (3) "In planning a setting for learning, the teacher considers the growth objectives that may be reached by each student.. ." (4) "The teacher sustains the student's interest...." (5) "As students are involved in making their own discoveries, the teacher evaluates their progress in reaching the goals that have been established." Activities are suggested for working as a class group, in discovery teams, and for team projects. The Teachers Guide provides a full description of how to divide the class into "discovery teams" and utilize the picture banks for regional in-depth and contrastive and comparative studies.

PROVISIONS FOR STUDENT EVALUATION: Evaluation activities are a part of each lesson plan. These usually include checking understanding of concepts, examining one's attitudes, and checking skills. Section 10 of Part 3 of the Teachers Guide is on "Evaluation."

TEACHERS GUIDE/EDITION: The Teachers Guide has three major parts: (1) Opportunities to assist the student to acquire concepts, values and attitudes, and skills; (2) Teaching With the Textbook (lesson plans); and (3) A Handbook for Teachers. In addition to other information, the "Opportunities" section presents an analysis of major concepts and where they are developed throughout the Fideler materials. Part 3 of the Guide which is entitled "A Handbook for Teachers" presents professional materials on goals, strategies of discovery, thinking, understandings, values and attitudes, self-concept, skills, individual differences, how social scientists think and work, evaluation, and bibliography.

IMPLEMENTATION REQUIREMENTS: Materials are clear and easy to follow.

RELATED MATERIALS: The supplementary materials listed will be of assistance in carrying out the activities suggested. However, it is well to note that the Discovery Sheets, Volume 1 are suggested by the publisher for use with students at sixth grade and above. These sheets, the boxed discovery cards, and discovery folders are the same publications for the Canada and Latin America, United States, and World Culture series. The "Learning Station Kit" varies only in that a different title strip is provided according to the series.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Fideler Publishing Co.

WORLD CULTURES PROGRAM, c. 1972-1977

A 6-8 basic or supportive program. Required components will be determined by how the materials are used. The most limited use would require student text and the teachers guide. Supplementary materials are the duplicator masters, discovery cards and folders, the concept chart, and the picture banks.

ADOPTION TERMINATION DATE: June 30, 1982 (Readoption)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
6-8	(Available in 4 separate volumes combining two culture areas OR in 8 separate cultures one-volume editions)	
	Separate volume editions:	
	Africa (hardbound)	7.67
	British Isles (hardbound)	7.66
	France (hardbound)	7.64
	Germany (hardbound)	7.66
	India (hardbound)	7.66
	Japan (hardbound)	7.67
	Southeast Asia (hardbound)	7.67
	Soviet Union (hardbound)	7.64
	Combined editions:	
	Africa and South America (hardbound)	9.82
	British Isles and Germany (hardbound)	9.82
	France and Soviet Union (hardbound)	9.81
	India and Southeast Asia (hardbound)	9.82
	Teachers Guide, World Cultures (to be used with separate titles and combined editions) (softbound)	6.58
	Discovery Sheets, Volume 1 (56 duplicator masters) (softbound)	10.86
	Discovery Folders (set of 16 student file folders) (paper)	3.37
	1 World Cultures Discovery Cassette	4.30
	World Cultures Learning Station Kit:	7.82
	1 Wall Concept Chart (paper)	
	100 Discovery Cards, boxed	
	400 Achievement Cards (paper)	
	Teachers Learning Station Guide	

GENERAL DESCRIPTION: Descriptive-expository texts which are designed to stress concept development. Each opens with an introductory geographic overview of the region, continent or country. The student texts each have four major parts: Land and Climate, History and Government, People and Their Way of Life, and Earning a Living. Regional or continental studies have a Part 5 on the countries of the particular area. The concept chart in the Teachers Guide states fifteen major concepts: land, climate, natural resources, physical needs, social needs, the need for faith, cooperation, loyalty, rules and government, language, education, using natural resources, using tools, division of labor, and exchange. The concept chart in "The Learning Station Kit" presents a different list of concepts but this should not prove difficult. Each text in the series seeks to stimulate the development of these concepts through descriptive detail, problems to be solved, and cross-referencing to

WORLD CULTURES PROGRAM (continued)

the section on "The Great Ideas of Man." The duplicator master sheets, concept achievement chart, discovery cards, and cassette further extend activities and potential concept development. The activities on the Discovery Cards are correlated with the concepts on the concept chart and with the textual material. Each student text also includes the following sections: Great Ideas of Man; The Needs of Man; Glossary; Indexes; and a Skills Manual with Thinking and Solving Problems, Learning Map Skills, and Learning Social Studies Skills. The "Skills Manual" section of India and the British Isles also includes "Think and Read as Historians Do." Values are given emphasis in the discussion of thinking and solving problems and in the section on the great ideas of man. The program supports each of the five goals—concepts, skills, diversity, values, and social participation—of the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK.

GOALS AND OBJECTIVES: Goals are stated as thinking, understandings, values and attitudes, self-concept, and skills. Each of these goals is discussed in detail in "A Handbook for Teachers" which is the third section of the Teachers Guide. Behavioral goals are specified for each lesson plan in the section of the Guide on "Teaching With the Textbook."

ORGANIZATION—SCOPE AND SEQUENCE: Each book is divided into the major divisions indicated above in the "general description." Internal organization within these parts is topical with the discussion primarily expository. Activities are "discovery" oriented. The materials will assist with the development of each of the goals of the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK.

METHODOLOGY: The focus is on "discovery" as this term is elaborated by the authors in Part 3 of the Teachers Guide on "Strategies of Discovery." The Teachers Guide "provides the ideas, the open-ended questions, the activities, the teacher needs of creating settings in which students are challenged to think, to discover, to explore." Five principles undergird each lesson plan: (1) "The teacher's goal is to create a learning situation that is likely to arouse the natural curiosity of each student and motivate him/her to become an active participant." (2) "The teacher builds a setting for learning around a limited number of major concepts. (3) "In planning a setting for learning, the teacher considers the growth objectives that may be reached by each student...." (4) "The teacher sustains the student's interest...." (5) "As students are involved in making their own discoveries, the teacher evaluates their progress in reaching the goals that have been established." Activities are suggested for working as a class group, in discovery teams, and for team projects. The Teachers Guide provides a full description of how to divide the class into "discovery teams" and use the combination culture texts for in-depth contrastive and comparative studies. The same procedure could be followed using the separate culture texts.

PROVISIONS FOR STUDENT EVALUATION: Evaluation activities are a part of each lesson plan. These usually include checking understanding of concepts, examining one's attitudes, and checking skills. Section 10 of Part 3 of the Teachers Guide is on "Evaluation."

TEACHERS GUIDE/EDITION: The Teachers Guide has three major parts: (1) Opportunities to assist the student to acquire concepts, values and attitudes, and skills; (2) Teaching With the Textbook (lesson plans); and (3) A Handbook for Teachers. In addition to other information, the "Opportunities" section presents an analysis of major concepts and where they are developed throughout the Fideler materials. Part 3 of the Guide which is entitled "A Handbook for Teachers" presents professional materials on goals, strategies of discovery, thinking, understandings, values and attitudes, self-concept, skills, individual differences, how social scientists think and work, evaluation, and bibliography.

IMPLEMENTATION REQUIREMENTS: Materials are clear and easy to follow.

RELATED MATERIALS: The supplementary materials listed will be of assistance in carrying out the activities suggested. However, it is well to note that the Discovery Sheets, Volume 1 are suggested by the publisher for use with students at sixth grade and above. These sheets, the boxed discovery cards, and discovery folders are the same publications for the Canada and Latin America, United States, and World Cultures series. The "Learning Station Kit" varies only in that a different title strip is provided according to the series.

Fitzhenry & Whiteside Limited

THE CANADIANS SERIES, Stewart and Read, editors, c. 1974-1976

Ten supplementary softbound biographies of famous, historic or heroic Canadians.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
7-8	Alexander Graham Bell (softbound)	2.25
	Norman Bethune (softbound)	2.25
	Emily Carr (softbound)	2.25
	James Douglas (softbound)	2.25
	Alexander Mackenzie (softbound)	2.25
	Nellie McClung (softbound)	2.25
	Sam McLaughlin (softbound)	2.25
	Poundmaker (softbound)	2.25
	Laura Secord (softbound)	2.25
	David Thompson (softbound)	2.25

GENERAL DESCRIPTION: The biographies in this set are all 64 pages in length and have a similar format. There is no teachers edition. All have black and white illustrations on almost every page; often several to a page. Illustrations are frequently accompanied by guiding questions. Each provides a short bibliography.
GOALS AND OBJECTIVES: Implied by format and style are goals of introducing students to national and cultural heroes, providing historical information and perspective, and providing resource material for students.
ORGANIZATION—SCOPE AND SEQUENCE: No prescribed sequence.
METHODOLOGY: Traditional biography with illustrations selected to interest students and guide reading.
PROVISION FOR STUDENT EVALUATION: None.
TEACHERS GUIDE/EDITION: None.
IMPLEMENTATION REQUIREMENTS: No special needs.
RELATED MATERIALS: None specified.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Follett Publishing Company

THE AMERICAN NATION: ADVENTURE IN FREEDOM, by Abramowitz, c. 1975

An easy to read 8th grade American history text which uses a "reading skills" approach to the subject matter.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
8	The American Nation (hardbound)	9.97
	Teachers Guide	3.39

GENERAL DESCRIPTION: This hardbound, easy to read textbook begins with a lower fifth grade readability level and progresses to a lower seventh grade level by the end of the book. The print is large and the illustrations are black and white. The materials are presented chronologically from the founding of our country to the present time. Special emphasis is given to the roles and contributions of women and various ethnic groups.
GOALS AND OBJECTIVES: The book is specifically designed to provide the handicapped reader with an understanding of essential ideas and events in the history of the United States. Goals and objectives are implied.
ORGANIZATION—SCOPE AND SEQUENCE: The book is divided into eight units of thirteen to sixteen lessons. Theme questions for the eight units are: How Did America Become a Nation? How Was The New Nation Organized? How Did Nationalism and Sectionalism Affect the Nation? How Did the Nation Expand Before 1865? Why Did the Civil War Divide the Nation? How Did Americans Build a Great Nation? How Did the United States Develop Its Foreign Policy? What Are The Problems of American Life Today? Treatment of subject matter recognizes that limited reading abilities and limited attention span are the greatest problems for handicapped readers. The lessons are short and the reading level controlled.
METHODOLOGY: Structure, support, and success are a planned part of the text. "They help educationally deficient students who, though lacking the abilities generally ascribed to average students, are still able to work with text materials organized in terms of an academic discipline." The daily lesson organization of the text makes it readily adaptable for individualized instruction. The theme of each lesson is introduced by the question in the title. Modified inquiry-type questions are incorporated in the textual material and in the "Ask Yourself" exercises. Each lesson includes a vocabulary drill on difficult words and a review of previous material. Maps and illustrations relate directly to the subject matter. Each unit contains short summary passages and enrichment passages. Various approaches for teaching the content of American history to this target audience are suggested and five types of lesson plans are discussed in detail in the Teachers Guide. The reading skills approach emphasized throughout includes: (1) throught provoking questions, (2) special attention to vocabulary, (3) a daily reading selection, (4) self testing comprehension exercises, (5) emphasis upon silent reading, and (6) provisions for enrichment reading.
PROVISIONS FOR STUDENT EVALUATION: Self-testing comprehension exercises are included at the end of each lesson. Four sample review tests are included in the Teachers Guide along with a section on "The Testing Program."
TEACHERS GUIDE/EDITION: Includes suggestions for teaching this subject to educationally disadvantaged students, sections on organization of materials in the text, methods of using the materials, reading-skills approach, five types of lesson plans, homework assignments, timing the lesson activities, the testing program, and a list of student references for each chapter.

THE AMERICAN NATION: ADVENTURE IN FREEDOM (continued)

IMPLEMENTATION REQUIREMENTS: Additional inservicing on teaching educationally disadvantaged may be desirable.
RELATED MATERIALS: A reinforcement activity book with accompanying teachers guide is available from the publisher.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Follett Publishing Company

EXPLORING OUR WORLD SERIES, by Gross and others, c. 1977

A newly revised, interdisciplinary program for grades 1-7. Program uses a regional study approach to introduce and develop facts, skills, and concepts "necessary for the students' understanding of their physical and social environment."

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
1	Exploring Our World: People (hardbound)	5.09
	Teachers Edition	7.29
2	Exploring Our World: Groups (hardbound)	5.60
	Teachers Edition	7.79
3	Exploring Our World: Communities (hardbound)	6.61
	Teachers Edition	8.78
4	Exploring Our World: Regions (hardbound)	7.12
	Teachers Edition	9.29
5	Exploring Our World: The Americas (hardbound)	8.24
	Teachers Edition	10.40
6-7	Exploring Our World: Latin America and Canada (hardbound)	8.24
	Teachers Edition	10.40
6-7	Exploring Our World: Eastern Hemisphere (hardbound)	8.34
	Teachers Edition	10.40

GENERAL DESCRIPTION: This series provides an easy to read, skills-oriented program which draws its content from major social science disciplines presented in an interdisciplinary approach. More than 3,700 visual elements, many in full color, are included to enrich and extend the written content. The publisher states that all texts are on or below grade level in readability, according to the Spach (grades 1-3) and Dale-Chall (grades 4-7) readability formulas. New photographs, graphics, and content samples emphasize the roles and contributions of males, females, and various ethnic groups to the history and life of the United States and other nations.

GOALS AND OBJECTIVES: The basic purpose of the program is to help students understand themselves and the world around them. A more definitive statement of goals is found in the introductory section of the Teachers Edition for each book. These goals include reading, thinking, communication, research, and map skills; social science facts and concepts, attitudes and values relevant to responsible citizenship, and an awareness of career choices.

ORGANIZATION—SCOPE AND SEQUENCE: Special attention in this series is given to development of skills in the following four areas: map and globe skills, chronology skills, inquiry skills, and research skills, Factual content from the major social science disciplines is presented in an interdisciplinary approach. Some 69 major social science concepts are developed. Also included are special career awareness features and activities. Democratic and humane values are explored and promoted as pupils are given opportunities to clarify values, understand and appreciate traditional American values, and contrast the United States with other countries. As indicated by the titles, the program is presented with a regional approach. Major emphasis in each book is as follows:

People—Self-concept, relationships with others in family, school, and community environment.

Groups—Understanding of groups and group interaction; basic instruction in geographic, economic, and historical concepts.

EXPLORING OUR WORLD SERIES (continued)

Communities—People in new and old cities in our country and around the world. Benefits and problems of city life and reasons why communities have developed where they are.
Regions—Six human use regions. Each unit features a case study of a region in U.S. and of a parallel region on another continent. Final unit presents the nation and the state as political regions.
The Americas—Geographical/historical regional survey of U.S. within a chronological framework and with additional units on Latin America and Canada.
Latin America and Canada—An interdisciplinary approach to study of neighbors to north and south with special essays on various social scientists and their methods.
Eastern Hemisphere—Surveys regions of Eastern Hemisphere, showing how different groups of people have learned to live in their environments and cope with change.
METHODOLOGY: The approach is primarily expository with suggested pre-lesson motivating and focusing activities. Much information presented graphically. Inquiry-type questions and activities interspersed throughout the program. Special attention given in Teachers Editions to techniques for teaching skills. Some suggestions provided for individualizing instruction.
PROVISIONS FOR STUDENT EVALUATION: End of unit review pages. Unit tests (not submitted for adoption) available from publisher.
TEACHERS GUIDE/EDITION: The annotated Teachers Edition includes a Teachers Guide that provides course and unit objectives, methodology, bibliography, and glossary.
IMPLEMENTATION REQUIREMENTS: Familiarity with Teachers Guide and program content.
RELATED MATERIALS: See separate write-ups for state adopted Follett Student Atlas and booklet on Skills for Understanding Maps and Globes. Not submitted for adoption, but available from publisher, are unit tests and Directed Activities booklets designed to support the adopted series.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Follett Publishing Company

SKILLS FOR UNDERSTANDING MAPS & GLOBES, by Job and Wolf, c. 1976

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-8	Skills For Understanding Maps & Globes (softbound)	2.24
	Teachers Edition	3.39

GENERAL DESCRIPTION: Step-by-step lessons to develop map reading skills. The lessons can be used as review, a complete study unit, or supplementary lesson for special needs.
GOALS AND OBJECTIVES: To develop map reading skills needed for a better understanding of geography, history and social studies.
ORGANIZATION—SCOPE AND SEQUENCE: The nineteen-lesson program is designed for daily use, each lesson becoming an entity. Each lesson follows the same organization: (a) introduction of vocabulary, (b) directed reading questions, (c) a reading selection, and (d) end of lesson comprehension exercises.
METHODOLOGY: A skills approach to teaching map and globe skills.
PROVISIONS FOR STUDENT EVALUATION: End of unit comprehension exercises and two unit tests.
TEACHERS GUIDE/EDITION: A separate annotated teachers guide.
IMPLEMENTATION REQUIREMENTS: None essential.
RELATED MATERIALS: None required.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Follett Publishing Company

STUDENT ATLAS, c. 1975

A 64-page softbound, supplementary student atlas for grades 4-8.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-8	Student Atlas (softbound)	$1.96

GENERAL DESCRIPTION: A full color atlas—64 pages—containing political and graphic relief maps of the world, each continent, the United States, and regions of the United States, as well as land use, precipitation, population, growing seasons, and other maps to show key geographic and human-use features. Also has statistical charts, assorted graphs, diagrams, different kinds of map projections, earth-sun relationship; dictionary of geographical words.
GOALS AND OBJECTIVES: Implied would be map skills.
ORGANIZATION—SCOPE AND SEQUENCE: First part of atlas contains explanatory information student would need to know so as to use maps, graphs, charts, and other features meaningfully.
METHODOLOGY: Traditional—can be adapted to fit teacher needs.
PROVISIONS FOR STUDENT EVALUATION: None specified.
TEACHERS GUIDE/EDITION: None.
IMPLEMENTATION REQUIREMENTS: None needed.
RELATED MATERIALS: None specified.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Follett Publishing Company

WORLD OF MANKIND SERIES, Quigley and others, c. 1973

An interdisciplinary program for grades 1-7. Adopted components include student texts and Teachers Editions.

ADOPTION TERMINATION DATE: June 30, 1982 (Readoption)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
1-2	People in Our World (hardbound)	5.09
	Teachers Edition	7.29
2-3	The Groups We Belong To (hardbound)	5.60
	Teachers Edition	7.79
3-4	The Communities We Build (hardbound)	6.61
	Teachers Edition	8.78
4-5	The Environments We Live In (hardbound)	7.12
	Teachers Edition	9.29
5-up	Man the Toolmaker (hardbound)	8.24
	Teachers Edition	10.40
6-up	Cultures in Transition (hardbound)	8.34
	Teachers Edition	10.40
	Cultures in Transition (softbound unit texts)	
	Europe	3.62
	China	2.85
	Japan	2.85

GENERAL DESCRIPTION: An interdisciplinary elementary social studies textbook program with colored illustrations. The series stresses the learning process and selects content which is most appropriate to and supportive of a learning situation. The content is sequentially organized around eight major themes: self-knowledge, gaining knowledge, location, cultural change, physical change, political systems, economic systems, groups and interaction.

GOALS AND OBJECTIVES: The primary purpose of the program is twofold: (1) to help students understand themselves as well as other people, (2) to give students knowledge and skills to effectively analyze human society, past and present.

ORGANIZATION—SCOPE AND SEQUENCE: The program is not organized around either concepts, content or the inquiry process, but takes a balanced and comprehensive approach to the social sciences. All three factors play an integral part in the approach and are developed sequentially in the learning experiences at each level. Selected in-depth case studies are included.

METHODOLOGY: A balanced elementary social science program providing an inquiry/conceptual approach as well as an expository/narrative approach.

PROVISIONS FOR STUDENT EVALUATION: Listed behavioral objectives in the introductory material for each level provide guides for evaluation of student performance.

TEACHERS GUIDE/EDITION: The Teachers Edition is annotated and lists appropriate teaching activities.

IMPLEMENTATION REQUIREMENTS: Familiarity with material and approach.

RELATED MATERIALS: Reinforcement activities and process evaluation inventories are available from the publisher for each book beginning with The Communities We Build.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Globe Book Company, Inc.

CASE STUDIES IN THE AMERICAN EXPERIENCE, by Feder, c. 1975-1976

Two supplementary softbound student texts for grade 8.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
8	Our Nation of Immigrants (softbound)	2.31
	Conscience Versus Law (softbound)	2.31

GENERAL DESCRIPTION: Each book contains selected case studies developed through a combination of author-written narratives and reprints (or adaptations) of source materials. OUR NATION OF IMMIGRANTS explores two main themes: "The Immigrant In A New Society" and "The Problems of Americanization." CONSCIENCE VERSUS LAW: "Attempting Change Through Peaceful Means" and "Attempting Change Through Force." Reading level would be appropriate for grades 5-6.
GOALS AND OBJECTIVES: CONSCIENCE VERSUS LAW—helps students form attitudes regarding rule of law and conflicts that evolve when laws are regarded as unjust and unfair. OUR NATION OF IMMIGRANTS—gain an understanding of the problems immigrant groups face as they live and survive in America. Aids in development of multi-ethnic heritage of the United States.
ORGANIZATION—SCOPE AND SEQUENCE: CONSCIENCE VERSUS LAW includes chronological events from Civil War to present. OUR NATION OF IMMIGRANTS includes issues from 1850 to the present.
METHODOLOGY: Problem-solving/inquiry approach.
PROVISIONS FOR STUDENT EVALUATION: End-of-chapter questions and problem-solving techniques.
TEACHERS GUIDE/EDITION: None.
IMPLEMENTATION REQUIREMENTS: None.
RELATED MATERIALS: None specified.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Globe Book Company

EXPLORING CIVILIZATIONS, by Linder and others, c. 1974

A hardbound basic/supplementary text for grade 7. Includes a Teachers Edition.

ADOPTION TERMINATION DATE: June 30, 1980 (Readoption)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
7	Student Edition (hardbound)	8.75
	Teachers Edition (hardbound)	2.20

GENERAL DESCRIPTION: An interdisciplinary/discovery approach is used to show how ancient civilizations have influenced the world of today. The book uses many colorful illustrations and maps.

GOALS AND OBJECTIVES: The development of social studies concepts and skills; reading and comprehension skills; understanding the growth and development of civilizations; and an understanding of how ancient civilizations have influenced our world today.

ORGANIZATION—SCOPE AND SEQUENCE: The book is divided into 7 units of study: Unit 1, How Do We Learn From the Past?; Unit 2, How Did Modern Man Develop?; Unit 3, How Did Western Civilization Develop?; Units 4-7 describe early civilizations in India, China, Pre-Colombian America, and Africa. Similarities and differences among people and societies are compared. Each sub-unit—there are 100, all 4-pages long—begins with a new word list and concludes with an activity page that may have recall questions, suggested activities, open-ended questions and other evaluative ideas.

METHODOLOGY: Publisher states it uses a "discovery approach."

PROVISIONS FOR STUDENT EVALUATION: End of each sub-unit, as described under Organization—Scope and Sequence, has material that can be used for evaluation.

TEACHERS GUIDE/EDITION: A hardbound Teachers Edition is available.

IMPLEMENTATION REQUIREMENTS: None needed.

RELATED MATERIALS: None specified.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Guidance Associates

CROSS-CULTURAL STUDIES, by Sardo and Ketchum, c. 1976

An elementary 4-6 filmstrip and cassette (or records) supportive program. The program for each country includes two full-color sound filmstrips, two cassettes or two lp records, and one silent filmstrip. A Teachers Guide is included for each country studied and is boxed with the audio-visual materials for placing on a shelf like a book.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-6	A World Nearby: Brazil Teachers Guide (paperbound) 2 full-color sound filmstrips Part 1 Part 2 2 12" lp records OR 2 cassettes 1 full-color silent filmstrip Part 3 (Pictures to Talk About)	55.04
4-6	A World Nearby: Ghana Teachers Guide (paperbound) 2 full-color sound filmstrips Part 1 Part 2 2 12" lp records OR 2 cassettes 1 full-color silent filmstrip Part 3 (Pictures to Talk About)	55.04
4-6	A World Nearby: Hong Kong Teachers Guide (paperbound) 2 full-color sound filmstrips Part 1 Part 2 2 12" lp records OR 2 cassettes 1 full-color silent filmstrip Part 3 (Pictures to Talk About)	55.04
4-6	A World Nearby: Mexico Teachers Guide (paperbound) 2 full-color sound filmstrips Part 1 Part 2 2 12" lp records OR 2 cassettes 1 full-color silent filmstrip Part 3 (Pictures to Talk About)	55.04
4-6	A World Nearby: The Netherlands Teachers Guide (paperbound) 2 full-color sound filmstrips Part 1 Part 2 2 12" lp records OR 2 cassettes 1 full-color silent filmstrip Part 3 (Pictures to Talk About)	55.04

CROSS-CULTURAL STUDIES (continued)

GENERAL DESCRIPTION: This program of filmstrips and cassettes (or records) is an introduction for elementary students to the culture and people of five countries. Each program has two sound filmstrips and a silent filmstrip called "Pictures to Talk About." Part 1 is an overview and includes maps and charts and an introduction to the country's language, industry, climate, and geography. Part 2 looks at the life of children and usually concentrates on one urban and one rural child. Part 3 uses questions to encourage students to investigate food, music, customs, local games, maps, work, and other aspects of the particular culture. The Teachers Guide presents questions and suggested activities to accompany each frame of Part 3 and the scripts for Part 1 and Part 2. The focus is on the concept of culture and its subsidiary cluster of concepts. A wide range of skills including observation, listening, thinking, speaking, writing, constructing, cooking, interviewing, and researching is utilized. Diversity of cultures is stressed and concept building is encouraged through a search for similarities with the student's national and family culture. Social participation skills are involved in many suggested class activities.

GOALS AND OBJECTIVES: They are implicit in the materials. The goal of the series is stated as follows: "This series seeks to involve the learner in a process of identification with the people—particularly the children—shown in the filmstrips."

ORGANIZATION—SCOPE AND SEQUENCE: Part 1 is an overview and introduces the student to the country's language, industry, climate, and geography. Part 2 looks at the life of children, usually studying one rural and one urban child. Part 3 includes questions and activities to accompany each frame of this silent filmstrip to encourage students to explore food, music, customs, local games, maps, work, and other related aspects of culture. Supports all but the values strand in the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK.

METHODOLOGY: A topically organized study of each of five countries and focused on the concept of culture. Suggests that the teacher first have the students study their own families to use as a basis of comparison with the cultures presented. Activities suggested for follow-up are interdisciplinary and relate to all areas of the elementary curriculum. Games, dances, crafts, and foods which are characteristic of a culture are presented with the descriptions of how to replicate them.

PROVISIONS FOR STUDENT EVALUATION: No specific techniques or materials are provided.

TEACHERS GUIDE/EDITION: A paperbound guide for each country is provided in the box with the related audio-visual components. Each guide provides instruction on how to set up and start the filmstrip and record (or cassette), a general introduction to the series, how to begin the unit with a study of the families of the students, a summary of the three filmstrips, suggestions for what to do before showing the first filmstrip and for using Part 3, a bibliography for teachers, and scripts for Part 1 and Part 2.

IMPLEMENTATION REQUIREMENTS: Assistance in organizing and carrying out the study of families in the classroom and in managing the multiplicity of individual and small group activities which may be stimulated by student response to Part 3. Concept development strategies and group discussion skills should be stressed as well as research skills appropriate to the differing developmental levels of the students in grades 4-6.

RELATED MATERIALS: A bibliography for the teacher is presented in each Teachers Guide as are recipes, directions for games and dances, and patterns for some selected crafts.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Guidance Associates

FIRST THINGS: SOCIAL DEVELOPMENT, by Selman and others, c. 1974

Grades 2-5 series of filmstrips and cassettes (or records) that form a supportive program in social development. All required components—Teachers Guide, filmstrips, cassettes (or records)—are packaged for easy shelving like a book.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
	FIRST THINGS: SOCIAL DEVELOPMENT	kit record 98.62
2-5	How Do You Know What's Fair?	cassette 98.58
	Teachers Guide (paperbound)	
	2 full-color filmstrips	
	Part 1	
	Part 2	record 28.01
	2 12" lp records OR 1 cassette	cassette 27.97
2-5	How Do You Know What Others Will Do?	
	Teachers Guide (paperbound)	
	2 full-color filmstrips	
	Part 1	
	Part 2	record 28.01
	1 12" lp record OR 1 cassette	cassette 27.97
2-5	How Would You Feel?	
	Teachers Guide (paperbound)	
	2 full-color filmstrips	
	Part 1	
	Part 2	record 28.01
	1 12" lp record OR 1 cassette	cassette 27.97
2-5	How Can You Work Things Out?	
	Teachers Guide (paperbound)	
	2 full-color filmstrips	
	Part 1	
	Part 2	record 28.01
	2 12" lp records OR 1 cassette	cassette 27.97
2-5	A Strategy for Teaching Social Development	
	Teachers Guide	
	2 full-color filmstrips	
	Part 1	
	Part 2	
	1 12" lp record OR 1 cassette	record 24.30
		cassette 24.26

GENERAL DESCRIPTION: A series of sound filmstrips with cassettes (or records) that stimulate the development of children's ability to take the perspective of others through seeking solutions to common interpersonal problems, seeing dilemmas from each character's point of view, promoting differences of opinion and discussion about the best solutions, encouraging students to justify their choices and to consider the reasoning of others, and stimulating each child to raise the level of his/her reasoning. Facilitates concepts, skills, diversity, values, and social participation goals of CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK.

FIRST THINGS: SOCIAL DEVELOPMENT (continued)

GOALS AND OBJECTIVES: As stated in the Teachers Guide for "A Strategy for Teaching Social Development" the program has two aims: (1) to stimulate the development of children's ability to take the perspective of others, and (2) to encourage the humane, fair, and considerate use of higher levels of reasoning. The objectives, while not explicitly stated in behavioral terms, emerge as developing children's abilities (1) to solve social problems, (2) to understand others' feelings, (3) to make fair judgments, (4) to communicate one's point of view.

ORGANIZATION—SCOPE AND SEQUENCE: All of the programs in this series contribute to the goal of understanding the perspective of others and may be used in any order desired. However, the teacher training unit, "A Strategy for Teaching Social Development" should be viewed first in order that instruction may be more effective. Provides learnings relevant to each of the goals in the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK.

METHODOLOGY: Each part of each filmstrip dramatizes an unresolved dilemma inviting classroom discussion about what has happened or will happen next. Children are stimulated to look at the dilemmas from each character's point of view. The teacher's role is to be a guide to effective discussion and to ensure that emphasis is placed on exploring the thoughts of characters in the story and on comparing the ideas of the children in the classroom.

PROVISIONS FOR STUDENT EVALUATION: No specific techniques of testing, checklists, etc., are provided; but since the entire program involves moral reasoning, children are stimulated to do thinking about value situations. Students learn from one another about different ways of evaluating the same situation. Program is not designed for differential grading of students.

TEACHERS GUIDE/EDITION: A specific guide is boxed with each program and there is one program which is designed for teacher inservice, "A Strategy for Teaching Social Development". The guides for each program include an introduction to the series; a statement of theoretical background from the work of Mead, Piaget, and Kohlberg; a summary of the particular filmstrips; guidelines for the teacher's role; guidelines for children's discussion groups; suggestions for follow-up activities; a bibliography for teacher reading; and the scripts for the two filmstrips in each program.

IMPLEMENTATION REQUIREMENTS: The program "A Strategy for Teaching Social Development" is designed for the inservice training of teachers. Part 1 deals with the theory behind the program and shows some areas of behavior in the classroom that are affected by levels of social reasoning. Part 2 helps teachers learn how to run discussion groups and use role playing in the classroom. This inservice program should precede use of the students' materials in the classroom.

RELATED MATERIALS: This series is complete in itself. It is closely related to the adopted series "First Things: Values" of Guidance Associates. The use of both programs would augment the student's ability to develop higher levels of social reasoning.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Guidance Associates

FIRST THINGS: VALUES, by Kohlberg and others, c. 1972.

Grades 2-5 sound filmstrip program designed to stimulate moral development. All required components for each program in the series are boxed together for shelving like a book.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
	FIRST THINGS: VALUES (6 filmstrips & accompanying materials)	125.16
2-5	The Trouble With Truth	28.01
	Discussion Guide (paperbound)	
	2 full-color filmstrips	
	Part 1	
	Part 2	
	1 12" lp record OR 1 cassette	
2-5	What Do You Do About Rules?	28.01
	Discussion Guide (paperbound)	
	2 full-color filmstrips	
	Part 1	
	Part 2	
	1 12" lp record OR 1 cassette	
2-5	You Promised!	28.01
	Discussion Guide (paperbound)	
	2 full-color filmstrips	
	Part 1	
	Part 2	
	1 12" lp record OR 1 cassette	
2-5	But It Isn't Yours...	28.01
	Discussion Guide (paperbound)	
	2 full-color filmstrips	
	Part 1	
	Part 2	
	1 12" lp record OR 1 cassette	
2-5	That's No Fair	28.01
	Discussion Guide (paperbound)	
	2 full-color filmstrips	
	Part 1	
	Part 2	
	1 12" lp record OR 1 cassette	
2-5	A Strategy for Teaching Values	24.30
	Discussion Guide (paperbound)	
	3 full-color filmstrips	
	Part 1	
	Part 2	
	Part 3	
	2 12" lp records OR 2 cassettes	

FIRST THINGS: VALUES (continued)

GENERAL DESCRIPTION: Grades 2-5 sound filmstrip program with cassettes (or records) designed to focus on moral topics of importance to primary grade children (keeping promises, telling the truth, respecting property rights, sharing, taking turns, and understanding the reasons for rules). Each unit contains two moral dilemmas; both dilemmas leave moral choices up to the children in the class. In the first filmstrip in each unit, characters discuss pro and con. In the second filmstrip in each unit, the children in the class must provide the pro and con. The series avoids value indoctrination by relying on the child's resources to develop his own solutions to moral problems. The series stresses the importance of having a good reason for a moral action. It seeks to develop in children a stronger and more personal sense of what is "right." Three filmstrips units use real people and two ("What Do You Do About Rules" and "That's No Fair") use cartoons.
GOALS AND OBJECTIVES: The implied goal is to stimulate moral development. The implied objectives for children are (1) to confront issues about what is "right," (2) to seek their own answers to moral problems, (3) to promote conflict and discussion between children about what is "right," and (4) to be stimulated to raise their levels of moral reasoning.
ORGANIZATION—SCOPE AND SEQUENCE: Each unit is divided into two situations which are moral dilemmas. The teacher should first view the inservice unit, "A Strategy for Teaching Values." Before using Part 3 of this inservice unit with a class, the teacher should use Part 1 of "The Trouble With Truth" and then use Part 3 of the inservice unit with the students. No specific sequence is suggested for the rest of the units. This program is of particular value in implementing the values goal in the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK.
METHODOLOGY: Discussion is the major teaching approach—discussion that leads to moral development. Specific and detailed information on how to lead a discussion is provided in the inservice unit and in each Discussion Guide. The teacher's role is that of a moral guide. The teacher's primary tasks are to help each child to focus on the conflicts, think about the reasoning he uses in such conflicts; consider possible moral concerns he may have overlooked; see inconsistencies in his way of thinking; and find means of resolving such inconsistencies. In these ways a teacher can encourage moral thinking and discussion without taking a position.
PROVISIONS FOR STUDENT EVALUATION: Throughout these discussions students will be participating in a valuing situation; however, this is not a learning situation directed toward grading student performance. No specific materials for evaluation are included in the program.
TEACHERS GUIDE/EDITION: A Discussion Guide is included with each unit. Each presents instructions on the use of the audio-visual components; an overview of the series; discussion of the teacher's role; a review of how to use the particular filmstrips with the class, including detailed information on discussion techniques and follow-up activities; a bibliography for the teacher; and the scripts of the filmstrips.
IMPLEMENTATION REQUIREMENTS: Provided for in the unit "A Strategy for Teaching Values" and in the guidelines on the teacher's role and class discussion techniques included with each unit.
RELATED MATERIALS: None is provided. Program is complete as packaged.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Guidance Associates

GEOGRAPHY: CONCEPTS AND SKILLS SERIES, by Glynn and others, c. 1976

A 4-6 filmstrip and cassette (or record) program designed to encourage students to discover principles and generalizations in geography for themselves. Students are lead to discover similarities and differences in their own environment and in other less familiar environments.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
	GEOGRAPHY: CONCEPTS AND SKILLS SERIES	
4-6	Climate Teachers Guide (softbound) 1 full-color filmstrip 1 12" lp record OR 1 cassette	record 28.01 cassette 27.97
4-6	Shelter Teachers Guide (softbound) 1 full-color filmstrip 1 12" lp record OR 1 cassette	record 28.01 cassette 27.97
4-6	Land Use Teachers Guide (softbound) 1 full-color filmstrip 1 12" lp record OR 1 cassette	record 28.01 cassette 27.97

GENERAL DESCRIPTION: A filmstrip and cassette (or record) discovery experience which provides the opportunity for students to use significant facts, to make generalizations, and to discover similarities and differences in their own and other environments. Concepts are stressed as are the skills of observing, comparing, contrasting, using line and bar graphs, reading maps, imagining and speculating, and securing meaning from illustrations of sun and earth relationships. Diversity in environmental relationships is stressed and the use of children and families from various regional ethnic groups enhance the program. The first three programs, Climate, Shelter, and Land Use, consist primarily of source material from different environments. By using maps, line graphs, and bar charts in relation to cultural and physical phenomena, the student has repeated opportunities to relate a map symbol to the landscape it represents. Thus, the student may be helped to see how geographic facts can be visually represented. Maps synthesizes skills learned in the first three filmstrips.
GOALS AND OBJECTIVES: Each Teachers Guide states the objectives for each filmstrip in terms of lesson objectives. From the materials presented it would not be difficult to formulate behavioral objectives for students. The goal of the program would seem to be to "...encourage students to build on facts and experiences to discover the principles and generalizations of geography for themselves."
ORGANIZATION—SCOPE AND SEQUENCE: The filmstrips are designed to be used sequentially, i.e., Climate, Shelter, Land Use, and Maps. The first three develop the titled concepts and the last integrates these concepts and uses them as a basis for understanding maps as visualizations of geographic facts. The filmstrips particularly emphasize the concept and skill goals of the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK.

GEOGRAPHY: CONCEPTS AND SKILLS SERIES (continued)

METHODOLOGY: A discovery approach is used wherein data are provided and students are asked to contrast and compare and develop principles and generalizations. In *Climate* and *Shelter* real children living in different parts of the United States are used to involve the viewing students with reasoning out the ways in which the environment influences the way people live. Through questions and activities students can then consider how their environment influences their life style. *Land Use* utilizes three dimensional art paper forms to create landscapes and illustrate geographic facts. *Maps* uses situations with real children to share that map symbols illustrate actual places and geographic features. Each filmstrip ends with one or more frames which ask the students to apply what they have experienced.
PROVISIONS FOR STUDENT EVALUATION: Specific evaluative materials are not provided.
TEACHERS GUIDE/EDITION: There is a separate guide for each filmstrip. Each guide presents: audio-visual guide, "instructions for presentation;" an overview of the entire program; an introduction and summary of the particular filmstrip; objectives; activities to follow before and after showing the filmstrip; bibliography; and the filmstrip script.
IMPLEMENTATION REQUIREMENTS: Assistance will be needed on group discussion techniques and procedures for managing divergent classroom activities which might emerge from this experience. Before using *Climate*, the teacher should be prepared to work with students in manipulating globes, tilting the axis, simulating rotation in relation to the sun. The teacher should prepare and introduce to students simple bar and line graphs.
RELATED MATERIALS: World globes (physical and political) and physical maps of the world, appropriate in complexity for the particular grade level, should be available for use.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Guidance Associates

LEARNING TO BE A WISE CONSUMER, by Natella and others, c. 1975

A consumer education filmstrip and cassette (or record) program for grades 4-6. Required components are boxed with 4 filmstrips and 4 cassettes (or records) provided plus a Teachers Guide.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
	LEARNING TO BE A WISE CONSUMER	
4-6	Teachers Guide	record 84.76
	4 full-color filmstrips	cassette 84.72
	Part 1	
	Part 2	
	Part 3	
	Part 4	
	4 12" lp records OR 4 cassettes	
	Part 1	
	Part 2	
	Part 3	
	Part 4	

GENERAL DESCRIPTION: A sequence is presented which focuses on four aspects of consumer knowledge and behavior: Part 1, Who is a Consumer?; Part 2, Consumer Choices; Part 3, Buying Wisely; Part 4, The Two R's: Rights and Responsibilities. The approach is through developing situations in which the dialog develops a primarily didactic understanding of concepts and facts about consumer relationships. Part 1 and 2 use a narrator to assist in the development of content understandings, and Part 3 and 4 use an adult who is part of the interaction. "Consumption" is the major concept being developed through an understanding of such terms as consumer, producer, marketplace, cost, goods, services, wants, needs, budget, expense, choice, personal values, advertising, comparison shopping, rights, and responsibilities.

GOALS AND OBJECTIVES: The goals of consumer education are "...to help students evolve their own value systems, develop sound decision-making procedures based upon their values, evaluate alternatives in the marketplace and get the best buys for their money, understand their rights and responsibilities as consumers in our society, and fulfill their roles in directing a free enterprise system." Objectives are stated for each filmstrip in the form of "Students will be able to (or, aware of)..."

ORGANIZATION—SCOPE AND SEQUENCE: Four filmstrips and coordinated cassettes (or records) are presented, and the sequence is as specified in the "general description statement." Concepts relating to the role of "consumer" are developed. Skills of listening, observation, thinking, and researching are stressed. Diversity is developed through the role models provided by the children and adults in the filmstrips. Valuing is seen as integral to making choices in a marketplace economy. Social participation skills are provided for in the follow-up activities. Thus, the series speaks to each of the major goals of the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK.

METHODOLOGY: Primarily the presentation in the filmstrips, while utilizing dialog, is didactic. Follow-up questions are checks on accuracy of factual recall. The follow-up activities allow for diverse learning experiences, some of which could be student initiated and some of which are designed for teacher initiation. They involve the use of classroom activities, field trips, guest speakers, and individual activities which can be engaged in

LEARNING TO BE A WISE CONSUMER (continued)

outside of class. A "Teacher Questionnaire" is included for the teacher to fill out prior to initiating the lessons and is a way for the teacher to learn more about the students in the class. A "Student Consumer Profile" is included to be administered after having viewed Part 1.

PROVISIONS FOR STUDENT EVALUATION: Such materials are not included in the program.

TEACHERS GUIDE/EDITION: Paperbound Teachers Guide is included in the box with the audio-visual components. It includes general introductory material on how to set up the audio-visual components for presentation, rationale for the program, introduction to the program, the "Teacher Questionnaire" and related reading. For each filmstrip, it also includes: objectives, summary, filmstrip script, follow-up questions, and activities.

IMPLEMENTATION REQUIREMENTS: Knowledge and skill to handle class discussions and questioning strategies and to manage multiple activities which can ensue for small and large group activities and individual projects.

RELATED MATERIALS: None are provided.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Harcourt Brace Jovanovich

AMERICAN CIVICS, by Hartley and Vincent, c. 1974

Basic program for 7-8. Required components include student text and Teachers Manual; supportive items include a workbook with Teachers Edition and tests.

ADOPTION TERMINATION DATE: June 30, 1980 (Readoption)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
7-8	Student Text (hardbound)	9.24
	Teachers Manual and Resource Guide (softbound)	2.64
	Workbook (consumable)	2.48
	Teachers Edition of Workbook (softbound)	2.48
	Tests	1.65

GENERAL DESCRIPTION: Program components include a text with accompanying Teachers Manual, a workbook with Teachers Edition, and test material applicable for students of average abilities. Various pictorial charts and illustrations enhance the reading text material.

GOALS AND OBJECTIVES: Implied goals include fostering appreciation of the privileges of democracy and developing the necessary communication skills that effect change. Objectives are included in each unit of the text.

ORGANIZATION—SCOPE AND SEQUENCE: The body of the text is divided into eight units, each dealing with a separate content area within chapters and sections of chapters. A chapter check and review section provides exercises and projects for practicing and applying citizenship principles. Appendix includes a glossaryof civics words and expressions; complete texts of The Declaration of Independence and The Constitution; and an index. According to publisher, material fits into a variety of semester and year programs.

METHODOLOGY: An overview of the civics textbook is first presented to students who then study the contents of each chapter and unit. Teacher is guided throughout each unit with ways to motivate learning and teaching—learning activities of various types for carrying through the lesson. Notes on discussion questions, review topics, and vocabulary development are included in the teacher edition. Concepts and skills are reinforced in the workbook.

PROVISIONS FOR STUDENT EVALUATION: Chapter reviews in text provide some evaluation. The supplementary workbook and the tests (part of adoption) provide additional assessment items related to chapter information. A replica of the workbook with answers is contained in the Teachers Edition of the workbook.

TEACHERS GUIDE/EDITION: A softbound Teachers Manual and Resource Guide provides suggestions for developing each chapter of the text including a list of multimedia materials, ways to motivate learning, teaching-learning activities, and notes on text discussion items. Also included are a blank teacher's course plan for the year, sources for multimedia materials, ways to introduce the text, and an answer key to tests, part of the adoption, for use with student text.

IMPLEMENTATION REQUIREMENTS: None.

RELATED MATERIALS: Many materials are suggested by the publisher, obtainable from commercial sources.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Harcourt Brace Jovanovich

AMERICA: ITS PEOPLE AND VALUES, by Wood and others, c. 1975

Basic program for 7-8. Required components include student text and Teachers Edition; optional items include workbook-tests with accompanying Teachers Guide.

ADOPTION TERMINATION DATE: June 30, 1980 (Readoption)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
7-8	Student Text (hardbound)	11.88
	Teachers Edition (softbound)	3.63
	Workbook/Test Booklet (consumable)	1.65
	Teachers Guide for Workbook/Test Booklet (softbound)	2.74

GENERAL DESCRIPTION: Program provides a text, Teachers Edition and supportive workbook and test materials designed to appeal to students with a wide range of interests. Reading and work-study skills are included throughout all materials. Implied reading level is at or below grade level. Chapter exercises in workbook relate directly to text pages. A key to answers is included in workbook.

GOALS AND OBJECTIVES: Publishers define two major goals: (1) To deal effectively and forthrightly with those aspects of our nation's history that are of major interest to junior high students and their teachers today and (2) To develop inquiry skills and skills of critical analysis which encourage students to evaluate and develop their own ideas about American history.

ORGANIZATION—SCOPE AND SEQUENCE: Text material is divided chronologically into eleven units, each containing several chapters and sections related to a specific period, issue or event in American history. Study aids follow each of the units, chapters and sections and can be used by the teacher to develop and reinforce inquiry skills, reading comprehension, and work-study skills. Inquiry lessons are developed sequentially within a framework of values. A scope and sequence of test information for each unit is described in the teachers manual. Consistent format in all materials provides access by student and teacher to information provided.

METHODOLOGY: Guidance in teaching textbook content is provided in the teachers manual. An inquiry approach is used throughout the program with "Unit Openers" as motivators for critical thought. Biographies of people in American history, the use of primary and secondary source materials, and illustrations of art in American life provide teaching tools for an holistic approach to learning. The teaching strategy for each lesson is motivation, directed reading, and various learning activities appropriate to the content followed by section reviews. Many applications of concepts are provided in maps, charts, timelines, and illustrations. Related activities allow for independent and group studies.

PROVISIONS FOR STUDENT EVALUATION: Chapter, section, and unit reviews provide evaluative measurements in student inquiry, valuing, and concept and skill development. Special skill exercises contained in the workbook and keyed to chapter sections provide additional post-testing information for the teacher.

TEACHERS GUIDE/EDITION: The softback Teachers Edition of the text includes methodology and materials used, suggestions for unit and chapter development, bibliographies, and audio-visual materials. Some background information is provided for each unit.

IMPLEMENTATION REQUIREMENTS: No special requirements are needed to implement the program.

AMERICA: ITS PEOPLE AND VALUES (continued)

RELATED MATERIALS: The Workbook/Tests and Teachers Edition for the Workbook/Tests (a part of adopted program) provide valuable assessment materials geared to chapters in the text. References to these materials are described elsewhere.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Harcourt Brace Jovanovich

SELF-EXPRESSION AND CONDUCT: THE HUMANITIES, by Brandwein and others, c. 1974, 1976

K-4 portion of a K-6 supportive program for the social studies. Grades 5 and 6 not yet published. Adopted materials include study prints and Teachers Resource Book at K. A Student Text, Teachers Resource Book, sound filmstrip programs, and lp record are provided at grades 1-4. Grades 3 and 4 also have PLAs which are 30 folders with Teachers Notes for "Pupil Learning Activities, Self-Initiated."

ADOPTION TERMINATION DATE: June 30, 1982 (Readoption)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
K	Yellow (Beginning Level)	93.96
	35 study prints with Teachers Resource Book (softbound)	
	Teachers Resource Book (spiral, softbound) (also available separately)	
	(Each program that follows comes in a cassette or record version. Each is boxed with 2 sound filmstrips, 2 records OR 2 cassettes, and Teachers Notes)	
	Program A: All Ways Moving; Giants Can Move Too	
	cassette version	52.80
	record version	52.80
	Teachers Notes (softbound)	
	Program B: Funny Faces, Sunny Spaces; And Then What Happened?	
	cassette version	52.80
	record version	52.80
	Teachers Notes (softbound)	
	Program C: Sing-A-Song Sarah; The Magic Crayon	
	cassette version	52.80
	record version	52.80
	Teachers Notes (softbound)	
1	Blue (level 1)	
	Student Text (hardbound)	4.62
	Teachers Resource Book (spiral, softbound)	4.62
	1 lp record	
	(Each program that follows comes in a cassette or record version. Each is boxed with 2 sound filmstrips, 2 records OR 2 cassettes, and Teachers Notes)	
	Program A: Rhythms Everywhere; Let's Make Rhythm	
	cassette version	52.80
	record version	52.80
	Teachers Notes (softbound)	
	Program B: Turn On Your Ears; Listen	
	cassette version	52.80
	record version	52.80
	Teachers Notes (softbound)	
	Program C: Storytelling; Just Imagine!	
	cassette version	52.80
	record version	52.80
	Teachers Notes (softbound)	

SELF-EXPRESSION AND CONDUCT: THE HUMANITIES (continued)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
1	Blue (level 1) (continued)	
	Program D: Let's Move; What Do You See?	
	cassette version	52.80
	record version	52.80
	Teachers Notes (softbound)	
2	Red (Level 2)	
	Student Text (hardbound)	4.62
	Teachers Resource Book (spiral, softbound)	4.62
	1 lp record	10.89
	(Each program that follows comes in a cassette or record version. Each is boxed with 2 sound filmstrips, 2 records OR 2 cassettes, and Teachers Notes)	
	Program A: The Ways I Feel; Music Magic	
	cassette version	52.80
	record version	52.80
	Teachers Notes (softbound)	
	Program B: Over and Over; The Great Scramfoozler of Zoo	
	cassette version	52.80
	record version	52.80
	Teachers Notes (softbound)	
	Program C: Inside-Outside-All Around; Ways to Play	
	cassette version	52.80
	record version	52.80
	Teachers Notes (softbound)	
3	Green (Level 3)	
	Student Text (hardbound)	5.28
	Teachers Resource Book (spiral, softbound)	5.28
	1 lp record	10.89
	PLAs (Pupil Learning Activities, self-initiated. 30 6-page full-color folders with Teachers Notes)	81.00
	(Each program that follows comes in a cassette or record version. Each is boxed with 2 sound filmstrips, 2 records OR 2 cassettes, and Teachers Notes.)	
	Program A: Dreams On an Old Trombone; Folk Tales and Fairness	
	cassette version	52.80
	record version	52.80
	Teachers Notes (softbound)	
	Program B: What We Care About; Rope, Wood, and Clay	
	cassette version	52.80
	record version	52.80
	Teachers Notes (softbound)	
	Program C: What's So Funny? We Celebrate	
	cassette version	52.80
	record version	52.80
	Teachers Notes (softbound)	
4	Orange (Level 4)	
	Student Text (hardbound)	6.93
	PLAs (Pupil Learning Activities, self-initiated. 30 6-page full-color folders with Teachers Notes)	81.00

GENERAL DESCRIPTION: A multi-media program which can be supportive and enriching for many teaching and learning approaches in the social studies. Through activity-centered prints (K), student texts (1-4), full-color sound filmstrips (K-4), records (1-4), and PLAs (Pupil Learning Activities, self-initiated, 3 and 4), children learn to use art, dance, drama, music, and language to express and communicate their feelings and ideas. The program components are designed to lead children to an understanding of humanity's basic values: truth, beauty, justice, love, and faith. The program aids in the implementation of the concept, skills, diversity, values, and social participation goals of the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK.

GOALS AND OBJECTIVES: The goals of the program are implicit: to guide children to express their ideas and feelings, to search for values with which to direct the conduct of their lives, and to express their ideas and values through rich multi-sensory experiences in all the modes of expression: art, movement and dance, play and drama, music, and language. Objectives are stated for each lesson in the texts and sound filmstrips.

ORGANIZATION—SCOPE AND SEQUENCE: At the K level, the sound filmstrips are integrated with selected study prints. The movement of instruction is from an exploration of the outer environment which surrounds children to their inner environment of personal feelings. At grades 1-4, each text has a major section which explores, at increasing maturity levels, each of the major metavalues (which are both values and concepts) of truth, beauty, justice, love, and faith. The sound filmstrips are integrated with related sections in the texts. The PLAs are student self-initiated with teacher guidance and are explorations at the time of a child's own choosing of these same metavalues. The program is supportive of the five goals of the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK.

METHODOLOGY: Stresses that learning takes place through a series of acts: acts of seeking, acts of organizing, acts of appraisal. The lessons have been organized into ACTs, each of which begins with an Activity that motivates learning, proceeds into the Content of the lesson, and culminates with a Transfer to values. The Activity may be role-playing, writing a letter, collecting and categorizing materials, mirroring movement, or listening for patterns of sound. The activity begins with children's immediate interests and focuses their attention on the concepts to be taught. The Content provides opportunities for both inductive and deductive reasoning, comparing and contrasting, and using other methods of concept seeking. In Transfer to values children ask such questions as "Is it fair?," "Why do you like it?," "How do you know that is true?" The sound filmstrips and the PLAs enrich the further exploration of the Content.

PROVISIONS FOR STUDENT EVALUATION: A section in each Teachers Resource Book discusses evaluation and builds on David Erskine's five levels of progression in response: (1) simple response, (2) biased response, (3) empathy, (4) differentiated response, and (5) initiatory behavior. Suggestions are given for evaluation by the teacher of the child, the evaluation and support by the parents of the child, and the evaluation by the child of his own progress.

TEACHERS GUIDE/EDITION: Spiral-bound Teachers Resource Book provides guidance to study prints (K) and texts (1-4). In addition to presenting a rationale for the program, an introduction to its methodology, and a discussion of evaluation, it presents an outline of the Activity, Content, and Transfer for each segment of the program. The Teachers Notes in each box of sound filmstrips state how to integrate these materials with the text. The PLAs include a brief guide defining the teachers role as a guide to these activities.

IMPLEMENTATION REQUIREMENTS: Orientation to the methodology of this program and to its management is desirable.

RELATED MATERIALS: Three activity kits are available from the publisher but are not a part of the adoption. These contain non-consumable tools, musical instruments, and activity cards. Each kit contains a teachers manual.

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Harcourt Brace Jovanovich

THE SOCIAL SCIENCES: CONCEPTS AND VALUES, Second Edition, by Center for the Study of Instruction, c. 1970-1977

A basic K-6 conceptually organized program. Required materials are: (K) study prints and teachers guide and (1-6) student text and teachers guide. Optional materials in grades 1-6 include: study prints, student workbooks, text tapes, sound filmstrips with cassettes or records, test booklets, and two supplemental books. See separate write-up for 7th and 8th grade portion of this program.

ADOPTION TERMINATION DATE: June 30, 1982 (Readoption)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
K	Yellow (Beginning Level)	64.80
	Study Prints boxed with Teachers Edition (35 full-color 18"x24")	
1	Blue (Level 1)	
	Student Text (hardbound)	5.28
	Teachers Edition (softbound)	6.37
	Sound Filmstrips: Blue with teacher notes (5 full-color filmstrips)	
	Record Version	74.52
	Cassette Version	81.00
	Concepts and Values (40 full-color 18"x24" study prints)	81.00
2	Red (Level 2)	
	Student Text (hardbound)	5.28
	Teachers Edition (softbound)	6.37
	Sound Filmstrips: Red with teacher notes (5 full-color filmstrips)	
	Record Version	74.52
	Cassette Version	81.00
	* Study Prints: Red (35 full-color 18"x24")	97.20
3	Green (Level 3)	
	Student Text (hardbound)	5.94
	Teachers Edition (softbound)	7.03
	* Text Tapes: Books on Tapes: Green (15 cassettes)	81.00
	Sound Filmstrips: Green with teacher notes (5 full-color filmstrips)	
	Record Version	74.52
	Cassette Version	81.00
	Activity Book (softbound)	2.15
	Teachers Edition, Activity Book (softbound)	3.24
	* Teaching Tests (paper)	.66
4	Orange (Level 4)	
	Student Text (hardbound)	6.11
	Teachers Edition (softbound)	7.19
	* Text Tapes: Books on Tapes: Orange (15 cassettes)	103.68
	Sound Filmstrips: Orange with teacher notes (5 full-color filmstrips)	
	Record Version	74.52
	Cassette Version	81.00
	Activity Book (softbound)	2.15
	Teachers Edition, Activity Book (softbound)	3.24
	* Teaching Tests (paper)	.66

THE SOCIAL SCIENCES: CONCEPTS AND VALUES (continued)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
5	Purple (Level 5)	
	Student Text (hardbound)	6.77
	Teachers Edition (softbound)	7.86
	* Text Tapes: Books on Tapes: Purple (15 cassettes)	103.68
	Sound Filmstrips: Purple with teacher notes (5 full-color filmstrips)	
	Record Version	74.52
	Cassette Version	81.00
	Activity Book (softbound)	2.15
	Teachers Edition, Activity Book (softbound)	3.24
	* Teaching Tests (paper)	.83
6	Brown (Level 6)	
	Student Text (hardbound)	6.93
	Teachers Edition (softbound)	8.02
	* Text Tapes: Books on Tapes: Brown (15 cassettes)	103.68
	Sound Filmstrips: Brown with teacher notes (5 full-color filmstrips)	
	Record Version	74.52
	Cassette Version	81.00
	Activity Book (softbound)	2.15
	Teachers Edition, Activity Book (softbound)	3.24
	* Teaching Tests (paper)	.83
4-6	* A Probe Into Leadership: Images of Black Americans (softbound)	1.82
4-6	* A Probe Into Mexican American Experience (Bilingual/softbound)	2.97

* Newly Adopted Components

GENERAL DESCRIPTION: A multimedia basic K-6 program consisting of a variety of sight and sound materials as noted in the list of adopted components. At the kindergarten level the program stresses concepts and values using the media of study prints which are focused on six ethnic groups: Chippewa Indian; Spain and Spanish influences in American culture, Ghana and African and Ghanaian parallels and influences on American life (this influence and parallel development approach is used in looking at each cultural group), England, France, The Netherlands. In grades 1-6 study at each grade level is on themes and concepts derived from the following social science disciplines: anthropology and psychology, sociology, geography, economics, history and political systems. In addition to concepts, the program focuses on values (behavioral, procedural, substantive) and the development of rational thinking. Thus, concepts, values, and rational thinking are the organizers for this program. In order to develop concepts, and to learn the range of their ability to generalize, students study the development of the United States and its many cultural communities and contrastive and comparative cultures in the world. Units move back and forth in time so that cultures of past and present are studied. For example, the fifth grade text has unit activities on modern India; Cro-Magnon man; the Natufians of Jericho; the Hopi; the Eskimos; the modern day Mexicans of Tepetango; a mountain form in Italy; the Central Valley of California; energy resources; early American canals; economic choices (costs, supply and demand, prices); creating the Constitution of the United States; westward expansion; the Civil War, Reconstruction, the Civil Rights movement, and women's suffrage. Through such movement back and forth in time and across cultures, concepts are broadened and become more powerful tools for reasoning about human affairs. The development of the United States is a strand woven throughout each program accessible to those students who might find the reading level of the texts too difficult. An Activity Book and Teachers Guide, Activity Book are available to accompany each text in grades 3-6. Two optional texts have been noted on this list: A Probe into Leadership: Images of Black Americans and A Probe into Mexican American Experience (bilingual, Spanish and English, on parallel pages). These are useful to further enrich study of these two cultures in grades 4-6.

GOALS AND OBJECTIVES: The goal of the series is stated in the Teachers Guide: "The Social Sciences: Concepts and Values is a curriculum designed to facilitate each child's progress by highlighting the recurring patterns of human behavior in physical and cultural environments. This curriculum supports and encourages children in seeking concepts useful for understanding the issues and dilemmas that confront them, in identifying the values that guide decisions, and in achieving the skills of the social studies." At another point in the Teachers Guide, the basic objective of the curriculum is stated: "...to teach concept-seeking, value-seeking, and rational thinking...." Each unit introduction in the Teachers Guide states the behavioral objectives for that unit.

ORGANIZATION—SCOPE AND SEQUENCE: The scope is defined by the themes and concepts derived from the social sciences disciplines—anthropology and psychology, sociology, geography, economics, history and political science—and by the focus upon concepts, values, and rational thinking. Each year the student studies selected aspects of culture derived from the five conceptual schemes. The learning units are developed so as to be appropriate to the general maturity of the students at each instructional level. The sequence is thus developmentally determined. For example, as children study conceptual scheme "D" derived from economics, at level one they become aware of their dependence on the environment and on people and at level six they study the economic systems of the United States, India, and the Soviet Union—in each instance they are probing the concept of "interdependence." The program implements each of the goals of the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK— concepts, skills, diversity, values, and social participation.

METHODOLOGY: The Teachers Guide provides a succinct statement: "The methods employed in the program are the methods of inquiry. Such a method incorporates the concepts and values that children bring with them when they come to school. However right or wrong these concepts may be, children do possess them. In short, children do not begin with a problem; rather, they begin with some present comprehension, some knowledge, some understanding. In the program, they are introduced to a new situation that may not exactly fit the idea they have. Then, just as social scientists do, the children isolate the problem; they observe it and spend time discussing, reading, and speculating about it. They form a working hypothesis. Then they may design an investigation to test the hypothesis. Finally, they uncover a new concept. They find themselves with a new concept that works—until another situation that doesn't fit comes along."

PROVISIONS FOR STUDENT EVALUATION: Teaching Tests are available for grades 3-6. There is no release for their duplication; thus, it would be necessary to purchase them for each group of students. Additional avenues to evaluation are included in each Teachers Guide in the section on "Adapting the Program to Each Classroom."

TEACHERS GUIDE/EDITION: A teachers guide titled Principles and Practices in the Teaching of the Social Sciences is available for each level from 1-6. The teachers guides to the study prints and texts present an introduction to the series and its methodology and lesson plans unit by unit and lesson by lesson. Teacher Notes are included with each group of filmstrips. A Teachers Edition, Activity Book states the correlation of workbook activities with the text and provides instructional objectives and possible student responses to the exercises.

IMPLEMENTATION REQUIREMENTS: The program utilizes an investigatory methodology and provides many opportunities for small group, independent, and whole class activities. While the guides are thorough, it would be desirable for teachers to have inservice opportunities with respect to inquiry teaching, valuing processes, and classroom management.

Harcourt Brace Jovanovich

THE SOCIAL SCIENCES: CONCEPTS AND VALUES, by Brandwein and others, c. 1977

Grade 7-8 portion of a K-8 basic program. Required components include student texts and teachers editions (optional choice of hardbound text or softbound unitexts). Supplementary materials for Second Edition include activity books with accompanying Teachers Manuals. Materials for K-6 described in separate write-up.

ADOPTION TERMINATION DATE: June 30, 1984—Second Edition

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
7	Sources of Identity, Second Edition (hardbound)	10.56
	OR	
	Unitexts (softbound text units)	
	You As An Individual	2.80
	Individuals As Group Members	2.80
	Individuals and Their Ways of Life	2.80
	Individuals As Policy Makers	2.80
	Individuals In Their Environment	2.80
	Individuals As Producers	2.80
	Teachers Resource Book With Tests (softbound)	2.15
	Activity Book (consumable)	2.64
	Teachers Manual for Activity Book (softbound)	.66
8	Settings For Change, Second Edition (hardbound)	10.56
	OR	
	Unitexts (softbound text units)	
	You As A Group Member	2.80
	Groups and Their Attitudes	2.80
	Groups and Their Government	2.80
	Groups and Their Settlements	2.80
	Groups and Their Resources	2.80
	Groups and Their Changing Cultures	2.80
	Teachers Resource Book With Tests (softbound)	2.15
	Activity Book (consumable)	2.64
	Teachers Manual for Activity Book (softbound)	.66

GENERAL DESCRIPTION: Second edition program for the grade level includes a text with array of visual aids for the reading material, a teachers edition with tests, and supportive materials designed for a variety of learning styles. Separately bound units of the text are optional. Adopted supportive materials include an Activity Book with separate Teachers Manual. Implied reading level is at or below grade level.

GOALS AND OBJECTIVES: Implied goals include: teaching students how to learn about themselves and their fellow human beings and how people react in physical and cultural environments; helping students to seek concepts useful for understanding issues and dilemmas confronting them; identifying the values that guide decisions; and achieving competence in the social studies skills. One or more objectives are outlined in the Teachers Resource Book for each chapter.

THE SOCIAL SCIENCES: CONCEPTS AND VALUES (continued)

ORGANIZATION—SCOPE AND SEQUENCE: Text material is organized in six major conceptual units, provided as optional softbound unitexts, based upon specific areas of the social sciences—psychology, sociology, anthropology, political science, geography, and economics. Each unit is divided by chapters and sections. Concluding each section are review questions and situations for student reaction and interaction. A chapter summary provides additional concept development. End of the unit feature presents new concept information and short biographical reports on social scientists. Lessons proceed from concrete to abstract levels of concept development. A scope and sequence chart of conceptual schemes is provided in the Teachers Manual.

METHODOLOGY: Each unit, chapter and section is organized on a concept base and, in order to be fully understood, a variety of approaches is suggested in the Teachers Resource Book to provide for the full range of abilities in the classroom. For motivation, students are first introduced to a familiar experience through a photograph and activity. They proceed to a concrete experience involving the development of the concept and follow with reading information supportive of concept and value formation. Various activities at the end of sections, chapters and units in the text provide application. Additional activities highlighted by cartoon illustrations are contained in the Activity Book with an answer key in the Teachers Edition for Activity Book. A comprehensive testing program is described in the Teachers Resource Book and provides for individualizing instruction.

PROVISIONS FOR STUDENT EVALUATION: Two major evaluative areas of the program are provided by the activities at the end of each chapter section in the text and by the separate tests geared to unit themes located in Teachers Resource Book.

TEACHERS GUIDE/EDITION: The softbound Teachers Resource Book provides suggestions for teaching concepts, a breakdown of content in each unit and chapter, a scope and sequence chart of concepts, and selective test items geared to unit themes.

IMPLEMENTATION REQUIREMENTS: The nature and intricacies of concept development suggest the need for inservice training in the use of materials and approaches.

RELATED MATERIALS: Additional adopted components include an Activity Book and a Teachers Manual for Activity Book.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Holt, Rinehart, and Winston, Inc.

THE AMERICANS: A HISTORY OF THE UNITED STATES, by Fenton and others, c. 1975

A basic text for grades 7-8 and related multimedia materials. Required materials are the student text, class handouts, texts, and classroom support unit.

ADOPTION TERMINATION DATE: June 30, 1982 (Readoption)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
7-8	Student Text (hardbound)	11.02
	Teachers Guide (softbound)	7.77
	Class Handouts (duplicating masters)	46.05
	Tests (duplicating masters)	26.80
	Classroom Support Unit	204.94

GENERAL DESCRIPTION: A basic, multimedia American History program for students with reading difficulty and needing positive development of their self-concepts and strengthened motivation to learn. Throughout the presentation, which is essentially chronological, students engage in activities which relate themselves to historical events in a far more active way than is usual. For example, one of the objectives for a study of the Westward Movement is, "To be able to say: 'I can compare the problems of moving today with the problems that people had in moving West.' " This constant interrelating of historical events with the life perceptions of students is a major feature of this program. The student units, or modules, are presented in a form that will, on the average, take 15-20 minutes of instructional time. The Support Unit extends the sensory modalities for learning by providing an aural program that parallels the text. These aural supplements provide speeches, interviews, dialogues, songs, and narratives. Pictures are also presented and serve as another data base for analysis. Class handouts and tests are provided as duplicating masters.

GOALS AND OBJECTIVES: Objectives are presented for each lesson and each lesson tends to be focused around more than one objective. For example, Part 14 is entitled "Knowing Your Rights and Other People's Rights Today." The objectives are: self-concept: "To be able to say: 'I have certain basic rights that must be respected;' " learning skills: "To gather information from a set of pictures;" knowledge: "To know that each person has the right of freedom of religion, of speech, of the press, of peaceful assembly, etc.;" valuing: "To refine an opinion about the value of being able to change the system of government once it has been established."

ORGANIZATION—SCOPE AND SEQUENCE: The sequence is essentially chronological with the first chapter titled, "The Explorers," and the last chapter titled, "Toward the 1980's." The scope, however, is both reduced and expanded from that in the usual chronologically organized history book for these grades. It is reduced in the sense that much specific detail about given events, or even some events, does not appear. However, the story of development is kept intact. The scope is expanded in that there is the constant interrelating of the student's life experience with historical episodes. There is the constant interrelating of self-concept and valuing development for the student with historical persons, periods, and events.

METHODOLOGY: The discussion above has emphasized certain aspects of the scope which relate to methodology—to motivate the student to find personal significance in the study of history. Inquiry skills of classifying, generalizing based on evidence, and the steps in careful thinking about history are stressed. Reading skills, the skills of interpreting pictures, and listening skills are facilitated through the program.

THE AMERICANS: A HISTORY OF THE UNITED STATES (continued)

PROVISIONS FOR STUDENT EVALUATION: Duplicator masters for chapter tests are included in the Classroom Support Unit except that no unit test is provided for the final unit. It is suggested that for this chapter the teacher will need to develop a test, if a final test is desired.

TEACHERS GUIDE/EDITION: An introductory statement discusses how to use the guide. For each of the sixteen chapters, there is a chapter summary. Following the summary for each chapter, there are a series of lesson modules, each designed for 15-20 minutes of instructional activity. Each module has objectives, material required, and an exposition of the process to be followed in instruction. If duplicating materials or audio-visual materials are needed for the next day, these will appear in bold type on the prior day's lesson. The lessons are clear as to both the activities of the teacher and of the students.

IMPLEMENTATION REQUIREMENTS: The program is complete. Because it is a change in scope and method from the traditional methods of teaching history, the program should be reviewed thoroughly before classroom instruction is begun.

RELATED MATERIALS: None is provided. The Classroom Support Unit is essential to this program and should not be considered optional.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Holt, Rinehart, and Winston, Inc.

THE CHALLENGE OF AMERICA, by Okun and others, c. 1973

A grade 7-8 basic American History textbook and related materials program. Required materials are the student and teachers edition of the text. Selected readings, studybook, and tests are optional.

ADOPTION TERMINATION DATE: June 30, 1982

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
7-8	Student Text (hardbound)	11.63
	Teachers Edition (hardbound)	12.89
	Selected Readings (softbound)	2.61
	Teachers Edition of Selected Readings (softbound)	2.88
	Studybook (softbound)	4.28
	Teachers Edition of Studybook (softbound)	4.28
	Tests (softbound)	2.61
	Key to Tests (softbound)	1.38

GENERAL DESCRIPTION: A chronological and topical presentation of American History for proficient readers. The book opens with "Early American Civilization" as the first chapter and concludes with a unit of three chapters which considers foreign and domestic developments after World War II and a final chapter on social change. Each chapter opens with a timeline which shows the time relationshps of events in the chapter. At the close of each chapter there is a section on "Reviewing Chapter—" which presents a chapter summary and questions to think about. Following major subdivisions of chapters there are review questions called "Checking the Facts." After a number of chapters which have been grouped as a unit there is a section "Reviewing Unit—." There are twenty-two one or two page treatments titled, "An Image of American Life." The first of these is "The Indian Family," and the last one is "Ecology." The full "Constitution" is placed in the text in conjunction with its adoption. It is annotated to bring it up to date. The "Declaration of Independence" is also inserted in the text as the history of its development is being told. The related book, Selected Readings: The Challenge of America, is a collection of primary source readings, one for each chapter in the book. The "Studybook" has work pages to go with each chapter, but the activities extend the text and provide a greater variety of thinking, reading, and writing skills. The "Selected Readings" and "Studybook" provide avenues to learning beyond the expository approach of the text and facilitate inquiry processes.

GOALS AND OBJECTIVES: The overall objective of this program as stated in the Teachers Edition of the text is "...to help the student develop into an active learner and independent thinker." The teacher is then urged to develop more specific objectives which relate to knowledge, skills, inquiry, and values and attitudes. These are discussed, but it remains the teacher's responsibility to make his or her own specific list.

ORGANIZATION—SCOPE AND SEQUENCE: The text covers the development of the area which was to become the United States from the crossing of the Bering Straits by the bands of Asians to the changes in the post-World War II United States in the 1960's and early 1970's (1971-72). The text is chronologically sequenced with some topical development through themes—i.e., discovery and settlement, westward expansion, emergence of the United States as a world power. These themes are organizers within the chronology. The book speaks to the diversity goal of the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK by

THE CHALLENGE OF AMERICA (continued)

developing the history of Black Americans from arrival through slavery through the modern civil rights movement; by presenting the modern day problems of Mexican Americans; by providing a discussion of the relocation of Japanese Americans in World War II and some further discussion of Asian American experiences with the exclusion acts; by discussing the historic Native American cultures and presenting modern day problems of these Americans. The many immigrant groups that contributed to the development of the nation are presented. The text is not primarily focused on concept development but more on the skills of thinking, reading, and inquiring. Values are discussed in relation to substantive issues. Thus, this text program gives its greatest support to the discipline-oriented knowledge aspect of goal one of the FRAMEWORK and to the skills, diversity, and values goals.

METHODOLOGY: This is a program primarily of expository history with some inquiry activities built into questions in the text and in the "Studybook" and "Selected Readings." Three general strategies are discussed in the Teachers Edition: tell the students, lead the students, or allow the students. "No attempt is made to praise one method over the other." The authors generally affirm that each has a place and it is the teacher's responsibility to choose what is most appropriate for given learning tasks. More specific classroom strategies are discussed: lecture, guided discussion, discovery lesson, simulation—role play, debate, model building—filming, movie-filmstrip-recording, and small group.

PROVISIONS FOR STUDENT EVALUATION: There is a softbound book of tests—one for each chapter. The sheets are perforated, indicating that the tests may be torn out. There is no printed release for teacher duplication; thus, one would need to buy a test booklet for each student if one were to decide to use the prepared test booklet. Most test items are completion, matching, true-false, and multiple choice. A Key to Tests is provided as a separate booklet.

TEACHERS GUIDE/EDITION: A Teachers Edition of the student text is available as are teachers editions of the "Studybook" and "Selected Readings." Each is annotated and each has answers to all questions provided. In addition, the Teachers Edition of the student text has an additional 46 pages of information for the teacher. The topics covered in these pages are: introduction to the text; defining objectives; suggested general strategies; suggested classroom strategies; lesson plans (how to develop them); strategy for the slow learner; teaching aids which are provided in the materials; suggested audio-visual aids: for each unit, films, simulations, books; audio-visual source list.

IMPLEMENTATION REQUIREMENTS: None needed.

RELATED MATERIALS: "Selected Readings," "Studybook," and "Tests" are optional.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Holt, Rinehart, and Winston, Inc.

HOLT DATABANK SYSTEM, by Fielder and others, c. 1976

A K-6 conceptually organized, inquiry focused, multimedia basic program. At K the required elements of the system consist of a Planning Calendar, Teachers Guide and Databox. In grades 1-6, the required elements of the system consist of the student text, the Databank, and the Planning Calendar, Teachers Guide (grades 1, 2) or the Teachers Guide (grades 3-6). An optional In-Service Package is available from the publisher, but is not an adopted material.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
K	Inquiry About Myself	
	Planning Calendar, Teachers Guide (softbound)	4.89
	Holt Read-To Books and Songs (softbound)	16.95
	Databox (Complete)	306.80
1	Inquiring About People, Level 1	
	Student Text (hardbound)	5.52
	Planning Calendar, Teachers Guide (softbound)	6.96
	Databank (Complete)	302.05
2	Inquiring About Communities, Level 2	
	Student Text (hardbound)	5.52
	Planning Calendar, Teachers Guide (softbound)	6.96
	Databank (Complete)	278.84
3	Inquiring About Cities, Level 3	
	Student Text (hardbound)	6.56
	Teachers Guide (softbound)	6.56
	Tests (Data Masters)	14.27
	Databank (Complete)	460.75
4	Inquiring About Cultures, Level 4	
	Student Text (hardbound)	6.00
	Teachers Guide (softbound)	6.00
	Databank (Complete)	400.09
5	Inquiring About American History, Level 5	
	Student Text (hardbound)	7.34
	Teachers Guide (softbound)	7.34
	Databank (Complete)	424.36
6	Inquiring About Technology, Level 6	
	Student Text (hardbound)	7.34
	Teachers Guide (softbound)	7.34
	Databank (Complete)	460.73

GENERAL DESCRIPTION: A K-6 conceptually organized, inquiry focused, multimedia basic program. Three components comprise the system: the student text (beginning with first grade), the Databank ("Databox" in kindergarten), and the Planning Calendar, Teachers Guide (grades K-2) and the Teachers Guide (grades 3-6). Each level of the system is

HOLT DATABANK SYSTEM (continued)

organized to integrate: (1) specific topics; (2) concepts; (3) skill development; (4) inquiry processes; and (5) affective aspects that include values, valuing, attitudes, and self-concept. The central themes for each grade can be inferred from the titles of the student books: (K) Myself, (1) People, (2) Communities, (3) Cities, (4) Culture, (5) American History, and (6) Technology.

GOALS AND OBJECTIVES: These are explicitly stated for each lesson. At the kindergarten level, each lesson states the "main idea" (goal) for the lesson, the behavioral goals (objectives) to be achieved by a child, and the inquiry skills to be used during the lesson. In grades 1-6 the objectives (or goals in the words of the authors) are given further delineation by being stated in four areas: behavioral, skill (reading, writing, listening, speaking, charting, mapping, etc.), inquiry, and affective.

ORGANIZATION—SCOPE AND SEQUENCE: A specific scope and sequence chart is included in all the teacher guides except for the kindergarten. These charts define the scope and sequence for each unit in five categories: topics, concepts, skill development goals, inquiry goals, and affective goals. Four themes are developed throughout: selfhood, human diversity, conflict resolution, and organization. Each of the social sciences disciplines is focused on at one or more grade levels. The program implements each of the five goals of the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK.

METHODOLOGY: The methodology is inquiry based. Using a sensory material base, students learn to use the inquiry skills which may be grouped as data-gathering (observing, counting/quantifying, interviewing, experimenting), data-organizing (classifying/defining, comparing, mapping/modeling, graphing/charting, statistics), and data-using (inferring, deducing, generalizing, predicting, hypothesizing). In addition to focusing on inquiry, the program stresses use of the basic skills; it affirms values and promotes value clarification, attitude development, and self-concept; and it is structured to teach toward concept attainment. The Databank for each grade level is a collection of information and media which students use as an information base when carrying out unit investigations.

PROVISIONS FOR STUDENT EVALUATION: Throughout the Planning Calendar, Teachers Guide (K-2) and Teachers Guide (3-6), specific evaluative procedures are interspersed when relevant to the pattern of learning activities. In addition, in grades 3-6 data master tests are provided for duplication.

TEACHERS GUIDE/EDITION: Each grade level guide presents an outline of the course, provides a day-by-day calendar of lessons for each unit, and details a lesson plan for each day, or combination of days. Each lesson specifies the main idea, the behavioral goal, skill development goals, inquiry process goals, affective goals, and provides a clear process for unit development that incorporates the essential materials from the Databox or Databank. The introduction to each guide discusses "The Practical Problems of the Classroom," "The Holt Databank System," "Teaching Toward Inquiry," "Stress on Basic Skills," "Attention to Values," and "Teaching Toward Concept Attainment."

IMPLEMENTATION REQUIREMENTS: For many teachers the orchestration of the Databank system will be a new experience and specific inservice education would be desirable. The guides and materials are excellent but their use could be enhanced through inservice education. An In-Service Package is available for purchase directly from the publisher and should be helpful to orient administrators and teachers. It contains a filmstrip, with sound cassette which introduces one to the system, a second tape of a sample lesson, and a number of sample materials which illustrate the variety of materials used in the system.

RELATED MATERIALS: The program is complete as presented and the In-Service Package is the only related material available.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Houghton Mifflin Company

THE MEXICAN AMERICAN: HIS LIFE ACROSS FOUR CENTURIES, by Martinez and Edwards, c. 1973

A supplementary history textbook for grades 7-8 with teachers guide.

ADOPTION TERMINATION DATE: June 30, 1982 (Readoption)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
7-8	Student Text	4.00
	Teachers Guide	2.70

GENERAL DESCRIPTION: The student text is a history of Mexican-American society, tracing it from the age of ancient Indian civilizations through Spanish colonization, Mexican independence, the cession of Mexican territory to the United States, reform and revolution, and the present "La Causa" movement. The text includes a glossary of Spanish terms, excerpts from the Treaty of Guadalupe Hidalgo, and a directory of Chicano periodicals. A teachers guide accompanies the text.

GOALS AND OBJECTIVES: The authors' goals are to help Chicano students appreciate their heritage and gain a sense of cultural identity as well as to help other students understand the contributions of Mexican Americans to American society.

ORGANIZATION—SCOPE AND SEQUENCE: The content is organized into nine chapters, each with a unifying theme and appearing in chronological order. The narrative spans the period between the migration of ancient peoples 50,000 years ago to the "La Causa" movement in the 1970's; eight of the chapters deal with the past four centuries. Particular emphasis is given in the later chapters to discrimination and the denial of legal rights.

METHODOLOGY: The text is a straightforward exposition. Summaries, questions, and suggested activities are provided at the end of each chapter to reinforce content. The approach is traditional.

PROVISIONS FOR STUDENT EVALUATION: No formal tests are provided beyond the end-of-chapter questions.

TEACHERS GUIDE/EDITION: The Teachers Guide has two parts. The first provides background material, teaching ideas, and a key to study questions for each chapter in the text. The second part is an annotated bibliography of print and audio-visual resources.

IMPLEMENTATION REQUIREMENTS: No inservicing is necessary.

RELATED MATERIALS: None specified.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Houghton Mifflin Company

WINDOWS ON OUR WORLD, by Anderson and others, c. 1976

A K-6 basic program consisting of student texts, teachers editions, and various print and visual supplementary material.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
K	Me	
	Activity Sheets	3.63
	Teachers Edition	7.85
	Media Kit	93.24
1	Things We Do	
	Student Text (hardbound) OR	5.16
	Student Text (consumable)	3.27
	Duplicating Masters	2.34
	Teachers Edition	7.99
	Diagnostic Evaluation Booklet	4.37
	Performance Test Booklet	4.37
	Teachers Evaluation Manual and Key	1.50
	Student Record Profile Forms (1-6)	1.19
2	The World Around Us	
	Student Text (hardbound) OR	5.62
	Student Text (consumable)	3.59
	Duplicating Masters	3.96
	Teachers Edition	8.29
	Diagnostic Evaluation Booklet	4.37
	Teachers Evaluation Manual and Key	1.50
	Performance Test Booklet	4.37
3	Who Are We?	
	Student Text (hardbound)	6.80
	Teachers Edition	9.26
	Activity Book	2.60
	Teachers Edition for Activity Book	3.03
	Diagnostic Evaluation Booklet	4.37
	Performance Test Booklet	5.39
	Teachers Evaluation Manual and Key	1.50
	Teachers Manual, Activity Cards (3-6)	1.33
	Activity Cards (3-6)	87.11
4	Planet Earth	
	Student Text (hardbound)	7.16
	Teachers Edition	10.33
	Activity Book	2.60
	Teachers Edition for Activity Book	3.03
	Diagnostic Evaluation Booklet	4.37
	Peformance Test Booklet	5.39
	Teachers Evaluation Manual and Key	1.50

WINDOWS ON OUR WORLD (continued)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
5	The United States	
	Students Text (hardbound)	8.29
	Teachers Edition	11.42
	Activity Book	2.60
	Teachers Edition for Activity Book	3.03
	Diagnostic Evaluation Booklet	4.37
	Performance Test Booklet	6.36
	Teachers Evaluation Manual and Key	1.50
6	The Way People Live	
	Students Text (hardbound)	8.83
	Teachers Edition	11.96
	Activity Book	2.60
	Teachers Edition for Activity Book	3.03
	Diagnostic Evaluation Booklet	4.37
	Performance Test Booklet	6.36
	Teachers Evaluation Manual and Key	1.50

GENERAL DESCRIPTION: The basic core of the program is a series of student texts which examine concepts and values related to humanity, individuality, and society. The reading levels have been carefully regulated by using both the Spache and Dale-Chall Readability Formulas. Although the reading level may occasionally be above the grade level, the teachers editions provide techniques for helping students with learning difficulties. The kindergarten materials consist of a consumable pad of activities and an optional media kit of filmstrips and overhead visuals; these employ play skills to develop children's awareness of themselves. Supplementing these basic materials are duplicating masters, diagnostic evaluation booklets, performance test booklets, activity books, activity cards, and a pad of student record profile forms.

GOALS AND OBJECTIVES: The program intends to teach important concepts and generalizations of the social sciences as well as to help children "develop an understanding of who they are."

ORGANIZATION—SCOPE AND SEQUENCE: The content of the texts emphasizes cognitive understandings about individuals, groups, humanity, and planet Earth. Students study sequentially facets of their individuality, similarities and differences between individuals, group interaction, culture, the natural environment, American society and history, and finally a global perspective of different peoples and their relation to the earth. Concepts are mostly drawn from geography and history. Values promoted include self-awareness, respect for others, and respect for the natural environment. Scope and sequence is charted at the beginning of each teachers edition. The texts are organized into units, each with a basic theme and subdivided into lessons. Word lists, glossaries, and map skill activities are provided in the intermediate-level texts.

METHODOLOGY: Diverse strategies are possible by utilizing the various components. The student texts are designed for guided questioning and discussion.

PROVISIONS FOR STUDENT EVALUATION: Informal assessment questions appear at the end of each lesson and unit ("Putting It Together"). Diagnostic Evaluation booklets and Performance Test booklets are available for all levels except kindergarten. Student Record Profile forms are also provided for individual progress records.

TEACHERS GUIDE/EDITION: The teachers editions reproduce the student text with lesson plans in the margins. A timeline for teaching each lesson is suggested, followed by a statement of the lesson's focus, specific performance objectives, additional materials, vocabulary, background information, strategies, and activities for individualizing instruction.

WINDOWS ON OUR WORLD (continued)

IMPLEMENTATION REQUIREMENTS: Some inservicing may be desirable.
RELATED MATERIALS: None specified.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Keyboard Publications

PLATERO AND I (Bilingual Multimedia Kit), c. 1976

A bilingual multimedia kit with filmstrips and records/cassettes recorded in English or Spanish soundtracks. Narrator for English: Nick Rossi. Narrator for Spanish: Tony Diaz. In addition, student booklet written in both languages.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
5-8	PLATERO AND I- Multimedia Kit	
	Record version	28.81
	Cassette version	31.03

GENERAL DESCRIPTION: In poetic form with classical guitar music in the background, a gentle story about a boy and his donkey.
GOALS AND OBJECTIVES: To be used as supplementary material in the development of social science units whereby students are introduced to social concepts.
ORGANIZATION—SCOPE AND SEQUENCE: Two color filmstrips, two cassettes or two records and 20 student booklets are presented. Listening and interpretation skills are developed.
METHODOLOGY: Filmstrips and records/cassettes tell the story of a boy and his donkey. Follow-up activities might include creative writing skills.
PROVISIONS FOR STUDENT EVALUATION: Not applicable.
TEACHERS GUIDE/EDITION: A Teachers Guide in both languages.
IMPLEMENTATION REQUIREMENTS: Not applicable.
RELATED MATERIALS: None provided.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Laidlaw Brothers

MEN AND WOMEN WHO MADE AMERICA GREAT, by Basini, c. 1975

A single volume, chronological history of the U.S. through short biographies of persons who had special impact on our development. Supplementary.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-5	Men and Women Who Made America Great (hardbound)	7.79
	Teachers Manual (softbound)	1.16

GENERAL DESCRIPTION: A large, hardbound, single volume collection of biographies of persons who had important impact on U.S. history. Divided into seven units in more-or-less chronological order. Provides some guiding questions; also end-of-chapter and end-of-unit questions and suggested activities. Teachers guide provides some additional suggestions, questions and answers to study questions; also end-of-unit tests.

GOALS AND OBJECTIVES: Stated goals include (1) acquainting "pupils with the lives of some of those who have contributed much to our country and society;" (2) leading "pupils to a better understanding of the society in which they live....;" (3) developing "a desire to read about the lives of other great Americans;" (4) personalizing American History; and (5) helping "pupils see the lives of those in the past and present as part of the historical continuum." Another stated goal is to "make pupils aware of the rich and diverse contributions that men and women from different racial and ethnic backgrounds have made to America...." Reflection by pupils on their own life and potential contributions is also listed as a goal. Specific objectives are not given but can be implied from study and discussion questions, suggested activities and test items.

ORGANIZATION—SCOPE AND SEQUENCE: Organized into seven units, roughly chronological, beginning with "Coming to North America" through "The Struggle for Human Rights." Units are divided into topical chapters with an introduction and two or more biographies in each.

METHODOLOGY: Can be used in traditional—introduce and assign reading/question and discuss—manner with sequential progress through book, or can serve as resource material. No special adaptation to differing student needs or abilities.

PROVISIONS FOR STUDENT EVALUATION: Content oriented end-of-unit tests are in Teachers Manual.

TEACHERS GUIDE/EDITION: Paperbound Teachers Manual provides description of the program with procedure suggestions and some suggestions for introduction and follow-up activities. End-of-Unit tests and bibliographies of print and media materials are provided.

IMPLEMENTATION REQUIREMENTS: Inservice to encourage teachers to use in other than traditional manner might be helpful.

RELATED MATERIALS: None specified.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Learning Corporation of America

CONCEPTOS BASICOS EN ESTUDIOS SOCIALES, c. 1975

A bilingual social studies filmstrip and cassette program for grades K-3. Required components are boxed with 6 filmstrips, 6 cassettes, and a Teachers Guide.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
K-3	Conceptos Basicos En Estudios Sociales Teachers Guide 6 full-color filmstrips and 6 automatic and manual cassettes (in Spanish)	95.40

GENERAL DESCRIPTION: A series is presented which focuses on the following basic concepts: (1) specialization of work; (2) the use of money; (3) elections; (4) taxation; (5) individual differences; and (6) laws. The concepts are developed by means of stories on tape illustrated by filmstrips. Teachers Guide suggests questions, interpretations and activities to further development of the concepts in the minds of the students.
GOALS AND OBJECTIVES: To assist young children in developing an understanding of basic social concepts.
ORGANIZATION—SCOPE AND SEQUENCE: Six filmstrips and coordinated cassettes are presented and the sequences are as listed in the "adopted components" section. Listening and interpretation skills are developed.
METHODOLOGY: The filmstrips and cassettes tell stories which develop the appropriate social concepts. Follow-up activities such as questions, games and field trips insure that the student will internalize the illustrated concepts.
PROVISIONS FOR STUDENT EVALUATION: Not included in program.
TEACHERS GUIDE/EDITION: Individual guide sheets for each filmstrip include resume of story, list of basic concepts and suggested questions and activities related to story and to basic concepts.
IMPLEMENTATION REQUIREMENTS: Knowledge and skill to handle class discussions and questioning strategies and to manage multiple activities which can ensue for small and large group activities and individual projects.
RELATED MATERIALS: Non-adopted program in English, Basic Concepts in Social Studies, Part I and Part II, is available from the publisher.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Main Street Project

CALIFORNIA: GRASSROOTS, c. 1977

Softcover text/workbook format. Brief introduction to California history, geography and problems. Eight-page Teachers Guide. Supplementary.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-6	CALIFORNIA: Grassroots (softbound text/workbook)	2.97
	Teachers Guide (eight pages, two staples, side)	.53

GENERAL DESCRIPTION: 8½x11 size, softbound, 64-page workbook-like introduction to California. Much content is worked into few pages; the introduction tells students "This book is too short...to tell you everything that has happened in California." Text/workbook can be consumed or workpage questions can be answered separately (or not used at all).
GOALS AND OBJECTIVES: Introduction to California history, limited acquisition of information and encouragement to study further are implied goals. Specific objectives for each segment are not provided but can also be implied.
ORGANIZATION—SCOPE AND SEQUENCE: A roughly chronological and sequential introduction of selected periods and topics in the history, geography and current affairs of California. Some skills activities are included.
METHODOLOGY: Procedures suggested are basically to: introduce topic and vocabulary/ read/answer and discuss questions. Suggestions for "Action Projects" and topics and sources to "Explore" are given. Reading level is low but content load high, suggesting that this material might be suitable for limited readers at higher grade levels.
PROVISIONS FOR STUDENT EVALUATION: End-of-segment questions are not designed for valid evaluation of achievement. Assessment is not provided.
TEACHERS GUIDE/EDITION: Four 8½x11 sheets, 8 pages. Provides some suggestions for techniques and activities; also study questions, answer key, and blackline master of California.
IMPLEMENTATION REQUIREMENTS: No special needs.
RELATED MATERIALS: None specified.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

McGraw-Hill

OUR CONSTITUTION AND WHAT IT MEANS, by Kottmeyer, 5th ed., c. 1975

A supplementary, softbound, 58-page booklet.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
8	Our Constitution and What It Means (softbound)	2.09
	7 ditto masters	3.31

GENERAL DESCRIPTION: Material designed to provide simple explanation of U.S. Constitution; brief history; article-by-article explanation; glossary; many illustrations; three-column format.
GOALS AND OBJECTIVES: Implied objective is comprehension of the Constitution of the U.S.
METHODOLOGY: Three-column format: (1) explanation, (2) Constitution text, (3) what it means—simplified reading and discussion.
PROVISIONS FOR STUDENT EVALUATION: Post-test (dittos).
TEACHERS GUIDE/EDITION: None.
IMPLEMENTATION REQUIREMENTS: None essential.
RELATED MATERIALS: None.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

McGraw-Hill

THE IMPACT OF OUR PAST, by Weisberger and others, c. 1976

A hardbound 7th and 8th grade basic textbook available with an annotated teachers edition.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
7-8	Student Text (hardbound)	10.65
	Teachers Edition (hardbound)	12.46

GENERAL DESCRIPTION: The textbook represents a "mixture" of inquiry and narrative structure. The design of the book has been to develop cognitive skills on a taxonomy that includes recall, comprehension, application, analysis, synthesis and evaluation and also includes the affective skills of valuing, recognizing, examining, and resolving value conflicts. There are eight major units, sequentially presented, in this 800-page book using some 800 pictures, photos, drawings and cartoons, 50 maps and graphs, and over 200 social studies terms that are defined where first introduced in the text. The appendix includes the Declaration of Independence and there is a glossary and index.
GOALS AND OBJECTIVES: Implied goals and objectives would be: developing the student's ability to process information through an inquiry approach; developing their social studies skills in the cognitive and affective domain; knowledge of American history and function of government; recognition of current and past problems in the United States.
ORGANIZATION—SCOPE AND SEQUENCE: The book is organized sequentially into 8 major units of study beginning with early Indian societies in the Ameicas and progressing through to the early 1970's. Each of the units begins with an illustrated timeline and content summary, a section on "Interpreting the Past" followed by 3 or 4 narrative chapters related to the unit, a chapter review section which includes questions for discussion, social studies terms, summary questions for discussion, pictures as historical evidence, map/graph study, and suggestions for further reading. Each unit ends with a section called "Issues Past and Present" which focuses on a single controversial issue.
METHODOLOGY: A combination of inquiry and narrative.
PROVISIONS FOR STUDENT EVALUATION: Each unit has a section for student evaluation as described above under Organization—Scope and Sequence.
TEACHERS GUIDE/EDITION: There is a hardbound Teacher Edition available that has a separate section explaining the book, philosophy, structure, organization, and detailed suggestions on how to develop each unit of study.
IMPLEMENTATION REQUIREMENTS: None needed, however, the teacher should have some knowledge of teaching through inquiry.
RELATED MATERIALS: Each unit has reference to other materials that could be used by teachers and students.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Midwest Publications

CRITICAL THINKING, BOOK 1, by Harnadek, c. 1976

Supplementary program for grades 6-8. Components include student text and teachers guide.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
6-8	Student Text (softbound)	8.83
	Teachers Guide (softbound)	3.33

GENERAL DESCRIPTION: Program utilizes a single text for all students and a Teachers Guide. According to publisher, reading difficulty is at the fifth grade level and vocabulary selected not to exceed average sixth grade level. Sources for reading level include (1) Basic Goals in Spelling, 4th Ed. by Kottmeyer and Claus, Webster Division of McGraw-Hill Book Company, 1972, Grades 4, 5, and 6; (2) Glossaries in The New Basic Readers, Curriculum Foundation Series, Scott Foresman and Company, 1963, 1965, and 1965, respectively, Book 2, 5, and 6; (3) Glossaries, books, workbooks, teachers guides for Houghton Mifflin Reading program, Houghton Mifflin Company, 1974, Grades 1-6.
GOALS AND OBJECTIVES: Implied goal includes the development of critical thinking skills with content oriented toward the reasoning processes, not subject areas. Publisher's objective is to sharpen ability to think through class discussion. Several teaching goals are included in the Teachers Guide.
ORGANIZATION—SCOPE AND SEQUENCE: The text is divided into eight chapters, each with an introduction, a series of problem situations drawn from everyday life for student reaction and discussion, and a chapter review of problems and questions. Color and shading are used on each page to highlight important points and to identify exercises. Over 1,000 problems and questions are developed sequentially including: learning to think critically, the development of logic, common errors in reasoning, propaganda techniques, advertising schemes, examining arguments and value judgments, and learning to be open-minded. Terminology used is sequentially developed with rapid pacing of concepts. A glossary of terms and an index are included.
METHODOLOGY: Problems and statements are designed specifically to stimulate thinking and elicit student questions and discussions. A lengthy series of "Don'ts" to the teacher (as contained in the Teachers Guide) provide guidance in using the program.
PROVISIONS FOR STUDENT EVALUATION: Chapter Review Problems and Questions provide for student evaluation. General problems in text material may be used for "openbook" quizzes, as indicated by publisher.
TEACHERS GUIDE/EDITION: Contents include general information and suggestions for extending critical thinking concepts and skills, and an answer key to the problems.
IMPLEMENTATION REQUIREMENTS: Inservice for teachers is highly desirable before using the material. Additional information may be required in providing unit and lesson development of the content.
RELATED MATERIALS: None specified.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Miller-Brody Productions

ACROSS FIVE APRILS, c. 1974

A 4-8 sound filmstrip set adaptation of Newbery Book Award by Irene Hunt that has the Civil War as its setting.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-8	ACROSS FIVE APRILS	
	Cassette Version	35.17
	Record Version	35.42

GENERAL DESCRIPTION: A colorful 29-minute sound filmstrip adaptation of Irene Hunt's Newbery Award book about the five Aprils that span the Civil War and the effect it has on a family which has members serving on both sides of the conflict. The set addresses the major goals from the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK of values, diversity, and social participation.

GOALS AND OBJECTIVES: Implicit goals would be an understanding of the effect the Civil War had on families as well as the nation, and the moral dilemma families and communities faced when members of each fought and supported opposite sides of the war.

ORGANIZATION—SCOPE AND SEQUENCE: Flexible; can be used to supplement any unit on the Civil War.

METHODOLOGY: Flexible.

PROVISIONS FOR STUDENT EVALUATION: The information sheet provided has some suggested follow-up activities that could be used for student evaluation.

TEACHERS GUIDE/EDITION: An information sheet is provided that has some brief historical notes related to filmstrip, a vocabulary list, and some follow-up activities.

IMPLEMENTATION REQUIREMENTS: None needed.

RELATED MATERIALS: Some suggestions of historical information that might be useful is found in the guide sheet.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Miller-Brody Productions

AMERICAN REVOLUTION: HISTORY THROUGH ART, c. 1974

A two-part sound filmstrip set with teachers guide that traces the American Revolution through art.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
	AMERICAN REVOLUTION: HISTORY THROUGH ART	
4-8	Cassette version	48.14
	Record Version	48.39

GENERAL DESCRIPTION: The sound filmstrips depict the American Revolution through the medium of art. The time spans from 1754 to 1776 and uses paintings from that period up to modern artists. A Teachers Manual is provided and gives a frame-by-frame narration of the script. The sound filmstrips run a total of 29 minutes.
GOALS AND OBJECTIVES: None stated. Implicit goal would be a better understanding of the American Revolution and a deeper appreciation of art and its place in depicting historical events.
ORGANIZATION—SCOPE AND SEQUENCE: Chronologically follows the progress of the American Revolution.
METHODOLOGY: Flexible.
PROVISIONS FOR STUDENT EVALUATION: The Teachers Manual has suggested discussion questions that could be used for student evaluation.
TEACHERS GUIDE/EDITION: A manual is provided that contains a frame-by-frame narration, glossary of art terms, bibliography of artists, and suggested related activities for social studies and art.
IMPLEMENTATION REQUIREMENTS: None.
RELATED MATERIALS: Teachers Manual has a list of suggested readings, primarily from recognized history books.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Miller-Brody Productions

HIROSHIMA, c. 1973

A single cassette of approximately 36 minutes.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-8	HIROSHIMA	9.68

GENERAL DESCRIPTION: The cassette tape uses a combination of simulated news flashbacks, interviews with participants in the development and delivery of the atomic bomb and narration in tracing the history and eventual dropping of the bomb on the city of Hiroshima. There are also interviews with some of the survivors of Hiroshima.
GOALS AND OBJECTIVES: Implicit goals would be understanding the reason for developing an atomic bomb, an understanding of how it changed the course of the war and its implications for the future.
ORGANIZATION—SCOPE AND SEQUENCE: Cassette would be used to supplement study of World War II, history of atomic bomb, ethics of such a weapon, and in a study of values.
METHODOLOGY: Flexible.
PROVISIONS FOR STUDENT EVALUATION: None provided. Class/group discussion would probably be used.
TEACHERS GUIDE/EDITION: None provided.
IMPLEMENTATION REQUIREMENTS: None.
RELATED MATERIALS: None specified.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Miller-Brody Productions

PEARL PRIMUS' AFRICA, c. 1971

A 4-8 cassette tape (or record) kit containing 3 cassettes (or 3 lp records) and a single-page information guide.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-8	Pearl Primus' Africa	
	Cassette Version	26.94
	Record Version	24.01

GENERAL DESCRIPTION: The three cassettes (or records) introduce students to African folktales, legends, and songs through traditional and authentic songs and stories as interpreted by Pearl Primus. The information guide has background information on each of the songs or stories and some suggested follow-up activities that could be used along with the three cassettes (or records).

GOALS AND OBJECTIVES: None stated; implicit goals would be to increase student appreciation of African culture and to understand how the "folktales, legends, and songs were the oral means of communication by which Africans passed on their traditions, ceremonies, values, and heritage from generation to generation."

ORGANIZATION—SCOPE AND SEQUENCE: The three cassettes (or records) can be used in any sequence.

METHODOLOGY: These could be used to supplement any related social science program.

PROVISIONS FOR STUDENT EVALUATION: None.

TEACHERS GUIDE/EDITION: A single-paged (both sides) information guide accompanies the kit. It provides background information on each of the selections and gives some ideas for follow-up activities.

IMPLEMENTATION REQUIREMENTS: It would help if teacher read the information guide.

RELATED MATERIALS: None specified.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Miller-Brody Productions

JOHNNY TREMAINE, c. 1969

A single record or cassette adapting Esther Forbes' book, Johnny Tremaine

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
	JOHNNY TREMAINE	
4-8	Cassette Version	9.68
	Record Version	8.62

GENERAL DESCRIPTION: A dramatized cassette adaptation of the Newbery Award book Johnny Tremaine by Esther Forbes that covers the events leading up to Paul Revere's ride and the Battle of Concord through the eyes of a young colonist, Johnny Tremaine. Depicts the role John Hancock, Paul Revere, Sam Adams and others played in the events that led to the American Revolution.

GOALS AND OBJECTIVES: None stated. Implicit goal would be an understanding of the events that led to the Battle of Concord and of the colonists who participated in these events.

ORGANIZATION—SCOPE AND SEQUENCE: Chronologically follows the actions that precipitated the Battle of Concord.

METHODOLOGY: Flexible. Can be used to supplement any unit covering that period of time.

PROVISIONS FOR STUDENT EVALUATION: None provided, but follow-up activities in information guide could be used in assessment.

TEACHERS GUIDE/EDITION: An information sheet is provided that has a brief description of historical events covered, a vocabulary list, and some suggested follow-up activities.

IMPLEMENTATION REQUIREMENTS: None.

RELATED MATERIALS: None specified.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Multi-Media Productions, Inc.

BACKGROUND TO AMERICA, c. 1973-1975

A 4-8 supportive sound filmstrip program available with either cassettes or records. The list of adopted components indicates if only a cassette edition is available. Each boxed program contains a Teachers Manual, the filmstrip(s), and cassette or record. Cassettes are available with one side of the tape programmed for manual operation and the other side for automatic with an inaudible signal.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-8	The Early Puritan Spirit Teachers Manual (softbound) 2 color filmstrips: Part 1 and Part 2 1 cassette with Part 1 and Part 2 OR record	17.97
	The Spanish Mission: Yesterday's Dream Teachers Manual (softbound) 1 color filmstrip 1 cassette	record 12.67 cassette 11.95
	Preface to the American Revolution Teachers Manual (softbound) 1 color filmstrip 1 cassette OR record	12.67
	George Washington—What Was He Really Like Teachers Manual (softbound) 1 color filmstrip 1 cassette OR record	12.67
	From Feet to Flight Teachers Manual (softbound) 2 color filmstrips: Part 1 and Part 2 1 cassette with Part 1 and Part 2 OR record	17.97
	American Inventions: Key to Mass Production Teachers Manual (softbound) 2 color filmstrips, Part 1 and Part 2 1 cassette with Part 1 and Part 2 OR record	17.97
	Dark Days In America: The 1930's Teachers Manual (softbound) 2 color filmstrips, Part 1 and Part 2 1 cassette with Part 1 and Part 2 OR record	17.97
	Rolling Down the Road Teachers Manual (softbound) 1 color filmstrip 1 cassette OR record	12.67
	The North Looks Back: 1865 Teachers Manual (softbound) 1 color filmstrip 1 cassette OR record	12.67
	The American West: Myth and Reality Teachers Manual (softbound) 2 color filmstrips 1 cassette OR record	17.97

BACKGROUND TO AMERICA (continued)

GENERAL DESCRIPTION: Ten sound filmstrip programs available in cassette or record form as indicated on the adopted components list. Historical and contemporary photographs and prints have been used to tell of the events being chronicled. Thus, there is a combination of sepia, black and white, and full color pictures. Cassettes provide one side for manual operation and the other side for automatic operation using an inaudible signal.

GOALS AND OBJECTIVES: Teachers Manuals provide objectives in terms of knowledge behaviors that the student will be capable of achieving after viewing and hearing the program.

ORGANIZATION—SCOPE AND SEQUENCE: This will differ in specifics with each filmstrip; however, the general approach is chronological when a period is being presented or expository-descriptive when the life of an individual is being presented. Many filmstrips combine both approaches: chronological and expository-descriptive. The filmstrips support the concept goal of the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK by providing content for concept development.

METHODOLOGY: As presented in the filmstrips, it is primarily expository and descriptive.

PROVISIONS FOR STUDENT EVALUATION: No provisions for evaluation are provided in the Teachers Manual.

TEACHERS GUIDE/EDITION: A Teachers Manual is boxed in each program. The manual provides an "introduction" which orients the teacher to the particular program. In addition, it states potential themes and thrusts, objectives, an outline of the program, discussion topics, educational games and activities, references, and procedures for playing the program.

IMPLEMENTATION REQUIREMENTS: Program is complete and uncomplicated.

RELATED MATERIALS: None is provided other than a reading list, included under "references" in the Teachers Manual.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Multi-Media Productions, Inc.

THE BASIS OF OUR BELIEFS, c. 1973-1974

A 4-8 supportive sound filmstrip program available with either cassettes or records. The list of adopted components indicates if only a cassette edition is available. Each boxed program contains a Teachers Manual, the filmstrip(s), and cassette or record. Cassettes are available with one side of the tape programmed for manual operation and the other side for automatic with an inaudible signal.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-8	Mythological Beasts Teachers Manual (softbound) 1 color filmstrip 1 cassette OR record	15.85
	The Origins of Money Teachers Manual (softbound) 1 color filmstrip 1 cassette OR record	12.67
	Hunger and History Teachers Manual (softbound) 1 color filmstrip 1 cassette OR record	12.67

GENERAL DESCRIPTION: Three sound filmstrip programs available in cassette or record form as indicated on the adopted components list. Photographs of art objects and historical and contemporary photographs and prints have been used to tell of the events being chronicled. Thus, there is a combination of sepia, black and white, and full color pictures. Cassettes provide one side for manual operation and the other side for automatic operation using an inaudible signal.

GOALS AND OBJECTIVES: Teachers Manuals provide objectives in terms of knowledge behaviors that the student will be capable of achieving after viewing and hearing the program.

ORGANIZATION—SCOPE AND SEQUENCE: Approach is either chronological as in The Origins of Money or expository-descriptive in Mythological Beasts. The filmstrips support the concept goal of the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK by providing content for concept development.

METHODOLOGY: As presented in the filmstrips, it is primarily expository and descriptive.

PROVISIONS FOR STUDENT EVALUATION: No provisions for evaluation are provided in the Teachers Manual.

TEACHERS GUIDE/EDITION: A Teachers Manual is boxed in each program. The manual provides an "introduction" which orients the teacher to the particular program. In addition, it states potential themes and thrusts, objectives, an outline of the program, discussion topics, educational games and activities, references, and procedures for playing the program.

IMPLEMENTATION REQUIREMENTS: Program is complete and uncomplicated.

RELATED MATERIALS: None is provided other than a reading list, included under "references" in the Teachers Manual.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Multi-Media Productions, Inc.

ETHNIC STUDIES, c. 1973, 1974

A 4-8 or 6-8 supportive sound filmstrip program available with either cassettes or records. The list of adopted components indicates if only a cassette edition is available. Each boxed program contains a Teachers Manual, the filmstrip(s), and cassette or record. Cassettes are available with one side of the tape programmed for manual operation and the other side for automatic with an inaudible signal.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-8	The American Immigrants:	
	Europe on the Move	12.67
	Teachers Manual (softbound)	
	1 color filmstrip	
	1 cassette OR record	
	The Irish Experience	12.67
	Teachers Manual (softbound)	
	1 color filmstrip	
	1 cassette OR record	
	A German Settler's View	12.67
	Teachers Manual (softbound)	
	1 color filmstrip	
	1 cassette OR record	
	A Slovak Man of Steel	12.67
	Teachers Manual (softbound)	
	1 color filmstrip	
	1 cassette OR record	
4-8	The Chinese 49'ers	12.67
	Teachers Manual (softbound)	
	1 color filmstrip	
	1 cassette OR record	
4-8	Moon-Basket: An Indian Legend	12.67
	Teachers Manual (softbound)	
	1 color filmstrip	
	1 cassette OR record	
4-8	War on the Plains: The Indians Speak	12.67
	Teachers Manual (softbound)	
	1 color filmstrip	
	1 cassette OR record	
4-8	The Spirit of the Earth—Voices of the American Indian	12.67
	Teachers Manual (softbound)	
	1 color filmstrip	
	1 cassette OR record	
4-8	The Japanese Americans—An Inside Look	19.03
	Teachers Manual (softbound)	
	2 color filmstrips	
	1 cassette OR	
	1 record	

ETHNIC STUDIES (continued)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
6-8	Accent on Ethnic America	Kit w/ record 68.90
	1 Teachers Manual (softbound)	OR cassette 79.50
	6 color filmstrips	
	6 cassette tapes OR	
	1 Teachers Manual (softbound)	
	6 color filmstrips	
	6 records	
	The Chinese American	
	Teachers Manual (softbound)	
	1 full-color filmstrip	
	1 cassette OR	15.85
	1 record	13.73
	Colonia: The Mexican American	
	Teachers Manual (softbound)	
	1 full-color filmstrip	
	1 cassette OR	15.85
	1 record	13.73
	El Barrio: The Puerto Rican	
	Teachers Manual (softbound)	
	1 full-color filmstrip	
	1 cassette OR	15.85
	1 record	13.73
	Italian Doesn't Mean Mafia: The Italian American	
	Teachers Manual (softbound)	
	1 full-color filmstrip	
	1 cassette OR	15.85
	1 record	13.73
	Shtetl to Suburb—The American Jew	
	Teachers Manual (softbound)	
	1 full-color filmstrip	
	1 cassette OR	15.85
	1 record	13.73
	A Unique Heritage: The Polish American	
	Teachers Manual (softbound)	
	1 full-color filmstrip	
	1 cassette OR	15.85
	1 record	13.73

GENERAL DESCRIPTION: Fifteen sound filmstrip programs available in cassette or record form as indicated on the adopted components list. The three titles on the Native American are told from the point of view of Native Americans. The other twelve are expository presentations using maps, historical works of art or documents, contemporary paintings of historical scenes or events, and historical and modern photographs. Thus, there is a combination of sepia, black and white, and full color pictures. Cassettes provide one side for manual operation and the other side for automatic operation using an inaudible signal.

GOALS AND OBJECTIVES: Teachers Manual provides objectives in terms of knowledge behaviors that the student will be capable of achieving after viewing and and hearing the program.

ETHNIC STUDIES (continued)

ORGANIZATION—SCOPE AND SEQUENCE: This will differ in specifics with each filmstrip; however, the general approach is chronological when a period is being presented or expository-descriptive when the life of an individual is being presented. Many filmstrips combine both approaches: chronological and expository-descriptive. The filmstrips support the concept goal of the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK by providing content for concept development.
METHODOLOGY: As presented in the filmstrips, it is primarily expository and descriptive.
PROVISIONS FOR STUDENT EVALUATION: No provisions for evaluation are provided in the Teachers Manual.
TEACHERS GUIDE/EDITION: A Teachers Manual is boxed in each program. The manual provides an "introduction" which orients the teacher to the particular program. In addition it states potential themes and thrusts, objectives, an outline of the program, discussion topics, educational games and activities, references, and procedures for playing the program.
IMPLEMENTATION REQUIREMENTS: Program is complete and uncomplicated.
RELATED MATERIALS: None are provided other than a reading list, included under "references" in the Teachers Manual.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPALY CENTER (IMDC) BEFORE ORDERING.

Multi-Media Productions, Inc.

OTHER LANDS AND PEOPLES, c. 1973-1975

A 4-8 supportive sound filmstrip program available with either cassettes or records. The list of adopted components indicates if only a cassette edition is available. Each boxed program contains a Teachers Manual, the filmstrip(s), and cassette or record. Cassettes are available with one side of the tape programmed for manual operation and the other side for automatic with an inaudible signal.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-8	How Cities Began Teachers Manual (softbound) 1 color filmstrip 1 cassette OR record	12.67
4-8	Ancient Egypt—The First Great Civilization of the Western World Teachers Manual (softbound) 2 color filmstrips 1 cassette OR record	17.97
4-8	When Cultures Meet: Japan and Portugal Teachers Manual (softbound) 1 color filmstrip 1 cassette OR record	12.67
4-8	Where In the World?	
	Part 1—Places to Settle Teachers Manual (softbound) 1 full-color filmstrip 1 cassette OR record	Filmstrip w/ record 13.73 OR cassette 15.85
	Part 2—Rural People Teachers Manual (softbound) 1 full-color filmstrip 1 cassette OR record	Filmstrip w/record 13.73 OR cassette 15.85
	Part 3—Urban People Teachers Manual (softbound) 1 full-color filmstrip 1 cassette OR record	Filmstrip w/record 13.73 OR cassette 15.83
4-8	Where In the World? (Complete series edition) Teachers Manual 3 color filmstrips 3 cassettes OR Teachers Manual 3 color filmstrips 3 records	Filmstrip w/record 34.45 OR cassette 40.81
4-8	The Mountains: Their Life Cycle and Their Lure Teachers Manual (softbound) 2 color filmstrips 1 cassette OR 1 record	Filmstrip w/record 19.03 OR cassette 21.15

OTHER LANDS AND PEOPLES (continued)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-8	When People Lived in Castles Teachers Manual (softbound) 2 color filmstrips 1 cassette OR 1 record	17.97
4-8	Child of Tokyo Teachers Manual (softbound) 2 color filmstrips 1 cassette OR 1 record	17.97
4-8	India: An Intimate View Teachers Manual (softbound) 1 color filmstrip 1 cassette OR 1 record	12.67
4-8	The Caribbean: In the Footsteps of Columbus Teachers Manual (softbound) 2 color filmstrips 1 cassette	17.97
4-8	Australia: A Look at the Land Down Under Teachers Manual (softbound) 2 color filmstrips 1 cassette	17.97
4-8	African Dwellings—The Ten Dollar Native House Teachers Manual (softbound) 1 color filmstrip 1 cassette	12.67
4-8	Africa's Niagara—Living Near Victoria Falls Teachers Manual (softbound) 1 color filmstrip 1 cassette	12.67

GENERAL DESCRIPTION: Fifteen sound filmstrip programs available in cassette or record form as indicated on the adopted components list. Presentations are varied and should be used as appropriate to the content: maps, charts, historical works of art or documents, contemporary paintings of historical scenes or events, and historical and contemporary photographs. Cassettes provide one side for manual operation and the other side for automatic operation using an inaudible signal.

GOALS AND OBJECTIVES: Teachers Manual provides objectives in terms of knowledge behaviors that the student will be capable of achieving after viewing and hearing the program.

ORGANIZATION—SCOPE AND SEQUENCE: This will differ in specifics with each filmstrip; however, the general approach is chronological when a period is being presented or expository-descriptive when the life of an individual is being presented. Many filmstrips combine both approaches: chronological and expository-descriptive. The filmstrips support the concept goal of the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK by providing content for concept development.

OTHER LANDS AND PEOPLES (continued)

METHODOLOGY: As presented in the filmstrips, it is primarily expository and descriptive.
PROVISIONS FOR STUDENT EVALUATION: No provisions for evaluation are provided in the Teachers Manual.
TEACHERS GUIDE/EDITION: A Teachers Manual is boxed in each program. The manual provides an "introduction" which orients the teacher to the particular program. In addition, it states potential themes and thrusts, objectives, an outline of the program, discussion topics, educational games and activities, references, and procedures for playing the program.
IMPLEMENTATION REQUIREMENTS: Program is complete and uncomplicated.
RELATED MATERIALS: None is provided other than a reading list, included under "references" in the Teachers Manual.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Multi-Media Productions, Inc.

SELF DEVELOPMENT: USING THE CLASSROOM TO SOLVE PEOPLE PROBLEMS, by Vogel and Diamond, c. 1975

A 4-8 supportive sound filmstrip program which is most suitable for children in grades 4-6. The program is available only in a cassette edition. The boxed program includes a full-color filmstrip, one cassette (with both manual and automatic modes), and a Teachers Manual.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-8	Using the Classroom to Solve People Problems Teachers Manual (softbound) 1 color filmstrip 1 cassette	12.67

GENERAL DESCRIPTION: A sound filmstrip program in full-color which shows a classroom of middle-grade children using guided group discussion as a means to problem solving. Since the children depicted are in the middle grades, the program will have its most fruitful utilization with this age group. The cassette is programmed for both manual and automatic operation. The procedure for problem solving grows out of the book, Schools Without Failure.

GOALS AND OBJECTIVES: The Teachers Manual states that after viewing the program, students will be able to recognize the classroom meeting as a vehicle for problem solving, use the skill of reflective listening, take on the role of discussion leader, be acquainted with the four steps in problem solving, and recognize the possibility that they, as students, can be successful in resolving classroom problems.

ORGANIZATION—SCOPE AND SEQUENCE: Program begins with children and teacher showing the need for problem solving and utilizing a traditional and alternative approach to person-to-person interaction. The alternative approach is then expanded to include the process of classroom problem solving. The filmstrip assists in the problem-solving aspect of the skills goal of the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK.

METHODOLOGY: It is expository-descriptive of the interactions and processes used. Viewers are taken through each of these processes including a class of middle-grade students engaged in classroom problem solving. The steps in problem solving are stated as: (1) stating the problem, (2), owning the concern, (3) the hidden problem, and (4) acceptable solutions.

PROVISIONS FOR STUDENT EVALUATION: No specific procedures are available to assess outgrowths from this sound filmstrip program.

TEACHERS GUIDE/EDITION: A Teachers Manual is boxed with the program. The manual provides an "introduction" which orients the teacher to the approach taken in the program. In addition, it states themes on thrusts, objectives, an outline of the program, discussion topics, references, and directions for manual or automatic operation.

IMPLEMENTATION REQUIREMENTS: The program is complete as presented, but it would be desirable for the teacher to have read Schools Without Failure by William Glasser and Parent Effectiveness Training by Tom Gorden.

RELATED MATERIALS: None is provided except for the two reference materials noted above in "implementation requirements."

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Noble and Noble

ATLAS MODERNO UNIVERSAL, c. 1973

A Spanish language paperback desk atlas.

ADOPTION TERMINATION DATE: June 30, 1982 (Readoption)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
6-8	Atlas Moderno Universal (softbound)	1.26

GENERAL DESCRIPTION: A Spanish language student desk atlas containing numerous maps of the world and an index.
GOALS AND OBJECTIVES: Implied would be social science map skills.
ORGANIZATION—SCOPE AND SEQUENCE: Atlas uses a standard format with no defined scope or sequence.
METHODOLOGY: Can be adapted to fit methodology being used by teacher.
PROVISIONS FOR STUDENT EVALUATION: None specified.
TEACHERS GUIDE/EDITION: None.
IMPLEMENTATION REQUIREMENTS: None needed.
RELATED MATERIALS: None specified.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Noble and Noble

THE INTERMEDIATE WORLD ATLAS, by Hammond, c. 1974

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
6-8	The Intermediate World Atlas (softbound)	1.95

GENERAL DESCRIPTION: Softbound booklet; 79 pages, including glossary, abbreviations, gazetteer, index, 8½"x11".
GOALS AND OBJECTIVES: Implied goal is to improve map reading skills.
ORGANIZATION—SCOPE AND SEQUENCE: Clear, mostly full-page maps, both political and physical; some special maps and printed information.
METHODOLOGY: Use in conjunction with World History or Geography courses.
PROVISIONS FOR STUDENT EVALUATION: None.
TEACHERS GUIDE/EDITION: None.
IMPLEMENTATION REQUIREMENTS: None needed.
RELATED MATERIALS: None.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Noble and Noble

MY FIRST ATLAS, by Hammond, c. 1975

A 63-page supplementary softbound atlas.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
3-5	My First Atlas	
	Student Edition	$1.81
	Teacher Guide	1.11

GENERAL DESCRIPTION: Softbound, 8½"x11"; 63-page student atlas; maps in color.
GOALS AND OBJECTIVES: Implied objective is the development of map reading skills.
ORGANIZATION—SCOPE AND SEQUENCE: Map study begins with neighborhood and city maps; scale, direction, types of maps and map symbols, rotation of the earth. Later sections show national and world maps.
METHODOLOGY: Could be used for instruction in map skills or for a resource in connection with other social studies courses of study.
PROVISIONS FOR STUDENT EVALUATION: None.
TEACHERS GUIDE/EDITION: Teachers Manual contains objectives, teaching suggestions, and suggested activities for each topic covered in the atlas.
IMPLEMENTATION REQUIREMENTS: None.
RELATED MATERIALS: None.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Noble and Noble

MY FIRST WORLD HISTORY ATLAS, by Hammond, c. 1976

A 63-page supplementary softbound atlas.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
5-6	My First World History Atlas	1.81

GENERAL DESCRIPTION: Softbound booklet of colored maps, 63 pages including index, 8½"x11". Colored maps grouped into 7 units of world history, many are half-page; balance of page is printed information; includes maps of Africa.
GOALS AND OBJECTIVES: Implied goals, development of map reading skills and better understanding of history through use of maps.
METHODOLOGY: Could be used as inexpensive reference tool with any text which covers all or part of world history; some study questions are included.
PROVISIONS FOR STUDENT EVALUATION: None.
TEACHERS GUIDE/EDITION: None.
IMPLEMENTATION REQUIREMENTS: None essential.
RELATED MATERIALS: None.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Nystrom Division of Carnation Co.

THE AMERICAN EXPERIENCE, Program Consultants, Reiss and Tax, c. 1975

Four supplementary 7-8 multimedia kits, each kit consisting of 5 color filmstrips and cassette tapes, 10 reading booklets, activity sheets, and 2 teachers guides in 12½"x16½"x3" cardboard boxes.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
7-8	THE AMERICAN EXPERIENCE	4 kits 632.20
	Immigration and Migration 5 Filmstrips and Cassette Tapes 2 Teachers Guides (softbound) 10 Student Booklets (softbound) 2 Sets of 12 Activity Sheets (for dry copier)	174.40
	Lifestyles and Roles 5 Filmstrips and Cassette Tapes 2 Teachers Guides (softbound) 10 Student Booklets (softbound) 2 Sets of 13 Activity Sheets (for dry copier)	174.40
	Technology and Change 5 Filmstrips and Cassette Tapes 2 Teachers Guides (softbound) 10 Student Booklets (softbound) 2 Sets of 14 Activity Sheets (for dry copier)	174.40
	Values and Attitudes 5 Filmstrips and Cassette Tapes 2 Teachers Guides (softbound) 10 Student Booklets (softbound) 2 Sets of 12 Activity Sheets (for dry copier)	174.40

GENERAL DESCRIPTION: The AMERICAN EXPERIENCE SERIES consists of 4 separate multimedia kits that can be used independently or as a series. They emphasize the social and cultural developments of the country's past with particular attention to the varied ethnic and cultural compositions of the United States. Publisher states "The program can be used to supplement courses on United States history, to enrich social studies areas, or serve as a source of independent study in instructional learning centers." The major theme that runs throughout the 4 sets is the "impact of change." Each of the 4 sets is broken into 5 major program sections consisting of a filmstrip-cassette presentation, readings from the student booklet, and appropriate activity sheets. Filmstrip-cassette presentations vary from 8 to 12 minutes.

GOALS AND OBJECTIVES: The series has 9 or 10 overlapping broad program objectives for each set such as: provide a broad sociocultural history of America; instill a sense of American cultural identity; trace the evolution of religious and secular values in America; help students understand the causal relationships that make us not only products of our past,

THE AMERICAN EXPERIENCE (continued)

but also creators of a future; develop the ability to see relationships between people and events. Also each of the sets has its own 5 behavioral objectives pertaining directly to the emphasis of the set.

ORGANIZATION—SCOPE AND SEQUENCE: In each of the kits the program has been organized into 5 major sections that are chronologically arranged, but do not necessarily have to be presented in that order. Teachers are encouraged to adapt the content and materials to the needs and requirements of the students.

METHODOLOGY: According to publisher, "Instruction is based on an inquiry-conceptual approach of learning. Emphasis is placed on the development of concepts rather than the assimilation of facts. Stress is placed on student involvement and on helping students to learn to inquire."

PROVISIONS FOR STUDENT EVALUATION: Preview and postview activities are provided in each program section. Informal evaluation by the teacher elicited from group discussions is recommended.

TEACHERS GUIDE/EDITION: Each set has a teachers guide that gives an overview of the entire 4 sets, contains overall broad program objectives, specific behavioral objectives for each set, a recommended scope and sequence, description of materials, content overview, suggestions on how to present 5 major program sections, suggested activities, and transcript of filmstrip/cassette presentations.

IMPLEMENTATION REQUIREMENTS: None needed.

RELATED MATERIALS: Publisher refers to related areas in each of the 4 sets.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Nystrom Division of Carnation Co.

THE MENTAL/SOCIAL ME, c. 1975

A supplementary 4-8 multi-media kit that includes filmstrips, cassette tapes, idea cards, duplicating masters, and teachers guide.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
	THE MENTAL/SOCIAL ME	
7-8	6 filmstrips	178.10
	6 cassette tapes	
	24 Duplicator Master for Activity Sheets	
	16 Idea Cards	
	Teachers Guide	

GENERAL DESCRIPTION: The sound filmstrip kit focuses on the affective development of students. According to the publisher, the kit "develops the student's awareness of the inner, mental self. The special qualities of human existence—thought, reason, and emotion—are explored. Students...are helped to learn about themselves—their attitudes, values, and needs."

GOALS AND OBJECTIVES: The publisher lists 14 objectives for the kit covering such areas as: general awareness of mental/social self, interdependence, concern for other people, positive self-attitude, awareness of characteristics common to all human beings, relationship of mental/social self to his/her total being, and awareness of the totality of his/her environment.

ORGANIZATION—SCOPE AND SEQUENCE: There is no defined scope and sequence—sound filmstrip may be used as needed.

METHODOLOGY: Kit can be used to supplement any approach used by teacher.

PROVISIONS FOR STUDENT EVALUATION: A "Student's Record of Activities" form is provided and would assist teacher in monitoring student involvement.

TEACHERS GUIDE/EDITION: A softbound guide is provided that outlines the components and objectives, summarizes each filmstrip and gives general guidelines for using kit.

IMPLEMENTATION REQUIREMENTS: None.

RELATED MATERIALS: None specified.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Pan American Book Company

ANCIENT MEXICAN ART PRINTS, by Furginson, c. 1975

A series of prints of stamps, calendar glyphs and gods from Aztec and ancient Mexican cultures.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
K-7	Ancient Mexican Art Prints Series	
	Ancient Mexican Stamps	2.91
	Aztec Calendar Glyphs	2.91
	Aztec Gods	2.91

GENERAL DESCRIPTION: Three sets of art prints—one each on Ancient Mexican Stamps, Aztec Calendar Glyphs and Aztec Gods. Each bound in soft cover. Text is in English and Spanish.
GOALS AND OBJECTIVES: To be used as supplementary materials in the development of social science units on social and religious customs of early Mexican civilization.
ORGANIZATION—SCOPE AND SEQUENCE: Not applicable.
METHODOLOGY: Not applicable.
PROVISIONS FOR STUDENT EVALUATION: Not applicable.
TEACHERS GUIDE/EDITION: Not applicable.
IMPLEMENTATION REQUIREMENTS: Not applicable.
RELATED MATERIALS: None provided.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Pan American Book Company

BILINGUAL CALENDAR—TONALAMATL, by Martinez, c. 1976

A bilingual, bicultural calendar which compares Aztec and conventional calendars and helps students understand religious and social customs of early Mexicans.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
K-3	TONALAMATL	7.83

GENERAL DESCRIPTION: A calendar utilizing month names and pictures of deities from early Mexican culture.
GOALS AND OBJECTIVES: To be used as supplementary material in the development of social science units on religious and social customs of early Mexicans.
ORGANIZATION—SCOPE AND SEQUENCE: Not applicable.
METHODOLOGY: Not applicable.
PROVISIONS FOR STUDENT EVALUATION: None provided.
TEACHERS GUIDE/EDITION: Not included.
IMPLEMENTATION REQUIREMENTS: Not applicable.
RELATED MATERIALS: None provided.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Prentice-Hall, Inc.

IDEA AND ACTION IN AMERICAN HISTORY, by Brady and Brady, c. 1977

An American history text for grade 8. Includes teachers guide and a skills and evaluation booklet.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
8	Combined Student Edition (hardbound)	9.89
	Teachers Guide	9.36
	Skill and Evaluation Package	26.46

GENERAL DESCRIPTION: The student text develops seven key concepts: motivation, value conflict, cultural differences, polarization, autonomy, cultural interaction, and system change. The material has been adapted for easy reading and comprehension; primary source materials have been simplified, definitions have been provided in the margins, and questions to increase comprehension are regularly posed. A teachers guide and a booklet of spirit duplicator masters (including both skill worksheets and unit tests) are also provided.
GOALS AND OBJECTIVES: The text attempts to develop important social science concepts, intellectual skills, and appreciation of cultural values.
ORGANIZATION—SCOPE AND SEQUENCE: The student text is organized into seven units, each focusing on a different key concept associated with a period in American history. The overall organization is thus chronological but also conceptual. Within each unit, the key concept is introduced, original and secondary historical materials are examined, and application of the concept is made on some trend, issue, or problem in contemporary American society. Various student activities—puzzles, problems, and projects—are central to each unit and are designed to develop different cognitive and social science skills.
METHODOLOGY: Guided inquiry learning with notable reliance on application of social science skills to source materials.
PROVISIONS FOR STUDENT EVALUATION: The Skills and Evaluation Package contains multi-part objective tests for all units. Each is designed to gauge mastery of the major concept of a unit.
TEACHERS GUIDE/EDITION: The guide is divided into the same concept-based units as the student text. Each unit lists performance objectives and outlines lesson plans for all activities. These plans include a content overview, a chart of objectives and materials, planning alternatives, procedures, responses to text questions, and suggestions for individualizing instruction. A bibliography of related resources is included at the end of each unit.
IMPLEMENTATION REQUIREMENTS: No inservicing necessary.
RELATED MATERIALS: None specified.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Prentice-Hall, Inc.

IDEA AND ACTION IN WORLD CULTURES, by Brady and Brady, c. 1977

A world cultures textbook for grade 7. Includes teachers guide and a skills and evaluation booklet.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
7	Combined Student Edition (hardbound) OR	9.89
	Paperback Units (softbound)	
	Human Patterns	1.65
	Habitat	1.65
	Values	1.65
	Social Control	1.65
	Learning	1.65
	Technology	1.65
	Status	1.65
	Outsiders	1.65
	Teachers Guide	9.36
	Skills and Evaluation Package	26.46

GENERAL DESCRIPTION: The student text develops eight sociological concepts by examining and making cross-cultural comparisons between sixteen cultures. These major concepts are human patterns, habitat, values, social control, learning, technology, status, and outsiders. The text is available in a combined format or in separate paperback units, each unit dealing with a different major concept. The material has been adopted for easy reading and comprehension; primary source materials have been simplified, definitions have been provided in the margins, and questions to increase reading comprehension are regularly posed. A teachers guide and a booklet of spirit duplicator masters (including both skills worksheets and unit tests) are also provided.

GOALS AND OBJECTIVES: The text attempts to develop important social science concepts, intellectual skills, and student appreciation of cultural differences and similarities.

ORGANIZATION—SCOPE AND SEQUENCE: Basic organization is by the major concepts, which can be taught sequentially or in an order chosen by the teacher. Within each unit, the concept is introduced, cultural patterns of three societies are examined, and applications of the concept is made on some trend, issue, or problem in contemporary American society. Various student activities—puzzles, problems and projects—are central to each unit and are designed to develop different cognitive and social science skills.

METHODOLOGY: Guided inquiry learning with notable reliance on application of social science skills to source materials.

PROVISIONS FOR STUDENT EVALUATION: The Skills and Evaluation Package contains multi-part objective tests for all units. Each is designed to gauge mastery of the major concept of a unit.

TEACHERS GUIDE/EDITION: The guide is divided into the same concept-based units as the student text. Each unit lists performance objectives and outlines lesson plans for all activities. These plans include content overview, a chart of objectives and materials, planning alternatives, procedures, responses to text questions, and suggestions for individualizing instruction. A bibliography of related resources is included at the end of each unit.

IMPLEMENTATION REQUIREMENTS: Special inservicing should not be necessary.

Rand McNally and Company

CLASSROOM ATLAS, 5th printing, by Rand McNally and Company, c. 1970, revised 1976

Student atlas indexed and revised. Physical-political. Contains maps of all continents, plus some special use maps. Minimum of details.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
3-8	Classroom Atlas (softbound)	2.05

GENERAL DESCRIPTION: Student atlas. Includes world information and facts, an explanation of map symbols used and how to use the atlas, Table of Contents, and detailed Index. Maps are of all continents, physical, political, and some special use maps. Merged relief and comparative maps are shown on adjacent pages for all continents, the United States, and Canada. Standard map colors are used, a minimum of detail on the maps, and explanatory legends are included for each map. Grades 3-8. Supplementary.
GOALS AND OBJECTIVES: None given, but this atlas is a student reference for geographic information related to the earth. Judging from the comparative simplicity of the maps included, the atlas is intended for middle grade use.
ORGANIZATION—SCOPE AND SEQUENCE: World facts and comparisons given inside front and back covers and in first pages. Special use maps appear in the front of the book, with physical-political and comparative maps comprising the bulk of the atlas. Twenty percent of the maps concerned with the United States. Offers opportunity to teach flat map skills.
METHODOLOGY: Student reference for individuals or small groups to get information concerning relative location, size, direction, distance, and other facts related to the earth. Brief directions for use of the atlas index, explanation of map symbols and legends should help students.
PROVISIONS FOR STUDENT EVALUATION: None.
TEACHERS GUIDE/EDITION: None.
IMPLEMENTATION REQUIREMENTS: Probably none, unless directions for general use of maps seems desirable.
RELATED MATERIALS: None specified.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Rand McNally and Company

GOODE'S WORLD ATLAS, 14th edition, 3rd printing, by Espenshade and Morrison (Ed.), c. 1974 (revised 1976)

Comprehensive adult atlas. Teacher reference. Grades 3-8, supplementary. 14th edition of well-known work by distinguished cartographer. Maintains high standards of early editions. Expanded general reference map coverage; increased number and kinds of thematic maps; major new additions of environment maps, large-scale metropolitan area maps, and ocean floor maps.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
3-8	Goode's World Atlas (hardbound)	9.99

GENERAL DESCRIPTION: Comprehensive adult atlas that can also be used by students for specific purposes. Up-to-date information on all areas of the world. Introduction (pp. vii-ix) explains intent of the work and includes explanatory information under headings of Cartographic Communication (scale, projection, and information to be transmitted), Map Projections, and Planets and Earth-Sun Relations. Extensive Table of Contents and Geographical Tables and Indexes. Preface by the editors indicates that every effort was made to assemble the latest and most authentic source materials, using data from national and state surveys and information from many recognized world sources.

GOALS AND OBJECTIVES: Introduction indicates that the purpose is to provide a utilitarian reference document in the form of maps and related information as a necessary help in understanding world events. Each of the four major sections of the atlas has a separate introduction which indicates specific purposes, such as to communicate basic information on resources, products, and environment, to show relationships, to show generalized land-use patterns, and to aid the student in acquiring geographical concepts.

ORGANIZATION—SCOPE AND SEQUENCE: Maps and related information organized into four major sections: World Thematic Maps, Metropolitan Area Maps, Regional Section (including physical-political maps and environmental maps), and Ocean Floor Maps. In addition, there is a comprehensive section of geographical tables and indexes. Relationships are stressed throughout. Up-to-date information on the various continents and countries can be compared, using various types of maps shown on adjacent pages. New section on metropolitan areas shows the 17 most populous metropolitan areas of the world. Geographic skills stressed.

METHODOLOGY: Reference to be used by individuals in gaining knowledge of relative location, size, direction, distance, and other facts related to the earth. Suggestions for use are given in the general introduction and in the introductions to the various sections.

PROVISIONS FOR STUDENT EVALUATION: None.

TEACHERS GUIDE/EDITION: No separate guide, but introductions to the atlas and to each section serve as a guide for teachers.

IMPLEMENTATION REQUIREMENTS: The various introductions should be read thoroughly by teachers so that maximum use can be attained. Students would need help in interpreting the various maps.

RELATED MATERIALS: None specified.

Rand McNally & Company

PEOPLES AND CULTURES, by Garbarino and Sady, c. 1975

Social studies text for grade 7 that is designed to help students understand the concept of culture by using case studies of five cultures: Tahitians, bedouin of Southwest Asia, Baganda of East-Central Africa, villagers of India, and the city people of Japan. Basic program. Includes student text and teachers edition.

ADOPTION TERMINATION DATE: June 30, 1982 (Readoption)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
7	Peoples and Cultures (hardbound)	10.26
	Teachers Edition (hardbound)	10.26

GENERAL DESCRIPTION: Student text and Teachers Edition. The latter includes the student's book and adds a column on each page for suggestions to the teacher, explanations of illustrations and additional background information. There is an introductory chapter, five studies of different cultures (Tahitians, Bedouins of Southwest Asia, Baganda of East-Central Africa, villagers of India, and city dwellers of Japan), and a summary chapter. Development of each of the cultures includes several chapters focusing on the meaning of culture and its three characteristics (culture is learned; culture is patterned; all cultures change), "picture essays," provocative questions that stimulate problem solving, and many maps and illustrations. The teachers edition gives a wealth of information and suggestions. The publisher says the text is for junior or senior high school; the Commission adoption is as a basic seventh grade text.

GOALS AND OBJECTIVES: According to the Teachers Guide, the purpose is "to develop an understanding of and an appreciation for cultural diversity in an interdependent world." It further states that there are three general categories of objectives: cognitive, affective, and skills. Detailed lists under these three headings are given in the Overview (Teachers Edition) for each of the five sections (pp. 29A, 107A, 201A, 301A, and 385A) along with an indication of the specific area being stressed in each section (e.g. "Measuring Attitudes Toward Other Cultures," "Forming and Testing Hypotheses," etc.). The student text makes use of a narrative technique which also includes photographs, letters, paintings, interviews, excerpts from diaries and journals, and folktales, legends, and proverbs.

ORGANIZATION—SCOPE AND SEQUENCE: Each of the five sections is organized with some attention to chronological development, especially as it relates to the three characteristics of culture being developed: culture is learned, culture is patterned, and cultures change. Throughout, the focus is on developing in students an understanding of the concept of culture, bringing out the many differences and similarities in styles of life and values, and hopefully a deeper understanding of their own attitudes. Students are led to compare the five cultures with each other and with their own. Compatible with all five goals of the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK.

METHODOLOGY: The Teachers Edition suggests more than one approach, including traditional expository, inquiry-oriented, and values clarification methods. Many suggestions are given in the Teachers Edition, choice among which will help teachers tailor the studies to different classes and individuals within classes. The pretests, unit tests, and chapter tests will assist in deciding which methods to use, as will the model lessons and suggestions for further teacher and/or student reading. Topic headings, suggested games, thought questions, and illustrations all indicate variations of methods that might be used in different class situations. Definite skills and objectives are listed in each of the five overviews.

PEOPLES AND CULTURES (continued)

PROVISIONS FOR STUDENT EVALUATION: The Teachers Edition includes a total of 24 tests: pretests, unit tests, and chapter tests. In addition, "values" questions with ways of using them are also given, as well as suggested exercises, charts, and thought-provoking questions in the student edition. Assessment suggestions given probably could be applied to any or all stated goals.

TEACHERS GUIDE/EDITION: Includes the student edition, with an additional column on each page giving suggestions and explanations for the teacher. A general introduction plus "Overview" for each section offers teachers comprehensive suggestions and helps. The explanatory marginal notes are also quite complete. There is a detailed Table of Contents for both the student text and the Teachers Edition, a list of Maps and Charts, and an Index. References for further student and teacher readings are given for each section, as well as suggestions for many variations of techniques and methods.

IMPLEMENTATION REQUIREMENTS: Although orientation for teachers in the use of new materials is always helpful, quite complete Teachers Edition could be used to advantage by any teacher. Related multimedia materials would be helpful. If suggestions for use are followed, there should be no problems with community acceptance.

RELATED MATERIALS: Only the Student and Teachers Edition are adopted, and no other materials are suggested.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Rand McNally and Company

THESE STATES UNITED, by Rand McNally and Company, c. 1974

Student atlas of American history from the early routes and voyages up to recent "Involvement in Asia and Africa." Also includes pollution and transportation maps of the United States and an appendix containing factual material. Indexed. Grades 4-8. Supplementary.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-8	Student Atlas (softbound)	1.71

GENERAL DESCRIPTION: Paperback historical atlas showing major incidents in American history from the times of the early explorers. Graphic representation of the time schedule of development of the United States. Insets on many pages are contemporary pictures or diagrams further illustrating the events depicted in the maps. Detailed index. Grades 4-8. Supplementary.
GOALS AND OBJECTIVES: According to the publisher, these maps "were developed by the editorial, design, and cartographic staffs...on the eve of the nation's bicentennial celebration...to provide the basis for a more complete understanding of our heritage."
ORGANIZATION—SCOPE AND SEQUENCE: Chronological organization from time of early explorers to involvement of the United States in Asia and Africa. Historical events superimposed on appropriate maps. Should provide students with some understanding of the areas and the sequence of the major historical events in the U.S.
METHODOLOGY: Student references for individuals or small groups in locating U.S. historical events. Because only necessary detail is included, impressions should be clear when used with an appropriate text.
PROVISIONS FOR STUDENT EVALUATION: None.
TEACHERS GUIDE/EDITION: None.
IMPLEMENTATION REQUIREMENTS: Probably general overview of atlas would be helpful.
RELATED MATERIALS: None.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Scholastic Magazine

AMERICAN CITIZENSHIP PROGRAM, by Jantzen and others, c. 1977

Supplementary paperbacks (2) for 8th grade.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
8	Foundations of Our Government (softbound) The Presidency, Congress and the Supreme Court (softbound)	3.27 3.27

GENERAL DESCRIPTION: Two paperbacks, 7th grade reading level, covering history of (1) U.S. Constitution and (2) description of present federal government powers and structure. Books are illustrated with many diagrams and pictures. Reading material is in short segments.

GOALS AND OBJECTIVES: Listed in publisher's insert: (1) Provide high interest material, (2) To deal in process rather than institution of government, (3) To involve students, (4) To build reasoning and critical thinking skills. The teaching guide for each book lists major behavioral objectives for each chapter.

ORGANIZATION—SCOPE AND SEQUENCE: Each book has three units: first book covers history at the making of the Constitution; second book covers present-day operation of federal government.

METHODOLOGY: Reading in the text is kept to a minimum; each large unit is broken into smaller units; concepts are presented in picture or chart form; activities are suggested. Reference is made to both fiction and non-fiction books which relate to the topics of the units; glossary; index; texts of Constitution and the Declaration of Independence.

PROVISIONS FOR STUDENT EVALUATION: The teaching guide includes, for each book, a pre- and post-test, and tests for each of the three units.

TEACHERS GUIDE/EDITION: A teaching guide is provided for each text (supplied on the basis of one for each 25 student copies ordered). Wide range of activities suggested.

IMPLEMENTATION REQUIREMENTS: None.

RELATED MATERIALS: Acquisition of some of the books referred to in text would be desirable. Available from the publisher: Skills Spiritmasters as supplementary components, with map, chart and graph exercises keyed to text chapters; tests are included on spirit masters.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Science Research Associates

AS AMERICA GREW, c. 1976

A 4-8 supplementary reading program for reading levels 3.0-8.9. Uses anecdotes from American history. Program is boxed as a kit which contains all required components: 120 reading selections in pamphlet form, 120 skill cards, teachers handbook, and 40 answer keys.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-8	As America Grew Teachers Handbook (paper) 120 1-3 page reading selections in a 4 page pamphlet form (paper) 120 Skill Cards (paper) 40 Answer Key Booklets (paper)	76.03

GENERAL DESCRIPTION: A self-instructional reading supportive program using high interest social science content in 120 reading selections presented in the form of four-page paper pamphlets. There are twenty selections at six levels. Starting at 3.0 reading grade level, each level spans a grade level and ends with level six extending from 8.0-8.9. There is a separate skill card for each selection. On the one side of each skill card are ten objective comprehension questions whose accuracy may be checked by use of the answer key. The other side of the skill card suggests follow-up activities related to the particular selection.
GOALS AND OBJECTIVES: The stated goal is "...to stimulate in students a lasting interest in independent reading." Objectives are not stated.
ORGANIZATION—SCOPE AND SEQUENCE: From level one through level six the students progress at one grade for each level beginning at 3.0 and ending at 8.9. All the selections in a level are of approximate equal difficulty and can be read in whatever order a student chooses. The selections in a level range over the period of the Reconstruction to the present time. The materials will assist with the reading skills in goal two of the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK.
METHODOLOGY: The program is self-instructional with teacher guidance required in terms of determining the entry reading level for students. When a student is securing seven to eight right answers out of the ten comprehension questions on the skill cards, directions are given the teacher as to how to consult with the student and move him to a higher level.
PROVISIONS FOR STUDENT EVALUATION: Students check their own comprehension of selections by use of the answer keys. Suggestions are given in the Teachers Handbook on how to prepare and keep a reading program chart on students.
TEACHERS GUIDE/EDITION: A brief Teachers Handbook is provided which has an introduction, comments on the reading levels of selections, information on placing students at their entry reading levels, and on moving them to higher levels, information on the skill cards and on creating a reading progress chart, an author and title listing for each level, and a brief story summary for each of the 120 selections.
IMPLEMENTATION REQUIREMENTS: Program is complete and uncomplicated.
RELATED MATERIALS: None.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Science Research Associates

FOCUS ON SELF-DEVELOPMENT, by Anderson and others, c. 1970

Three supportive multi-media kits, each of which includes audio cassettes, poster-size pictures, color sound filmstrips, student workbook, teachers guide, and counselors handbook. (Counselors Handbook is not part of the kit.) Spanish language version of the tapes also available.

ADOPTION TERMINATION DATE: June 30, 1980 (Readoption)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
K-2	Stage One: Awareness	
	Complete Kit With Records	169.27
	Complete Kit With Cassettes	178.15
	Set of Cassette Tapes in Spanish	91.02
	Guide (softbound, spiral)	7.65
	Here I Am (student workbook) (consumable) (set of 25)	16.93
	40 17"x22" black and white poster pictures with cardboard easel	
	Filmstrips:	
	Introduction—Summary: Sometimes I Wonder	
	Unit C—Circle of Feelings	
	Unit F—The Magic Glasses	
	Unit I—The Parade	
	Unit P—Judy's Ups and Downs	
	Cassettes:	
	1. Unit A—Cindy and the Elf	
	Unit B—Learning in the Park	
	Unit C—Music	
	2. Unit C—Circle of Feelings	
	Side 1—Sometimes I Wonder (filmstrip soundtrack)	
	Unit F—The Magic Glasses	
	3. Unit D—Lonesome Ben	
	Unit E—The Sound Machine	
	Unit G—Tony's Way-Out Nose	
	Unit H—The Blind Men and the Elephant	
	4. Side 4—The Parade (filmstrip soundtrack)	
	5. Unit J—Palmer, the Pushy Pigeon	
	Unit K—When You're Older, Susie	
	Unit L—Something About Me	
	Unit M—Problems	
	6. Side 5—Judy's Ups and Downs (filmstrip soundtrack)	
	Side 6—(Blank)	
	7. Unit H—Sharing	
	Unit O—Andy, A Boy Who Ran Away	
	Unit Q—It Takes Two to Seesaw	
	Unit R—Do You Know What Happened?	

FOCUS ON SELF-DEVELOPMENT (continued)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
2-4	Stage Two: Responding	
	Complete Kit With Records	185.93
	Complete Kit With Cassettes	210.90
	Guide (softbound, spiral)	7.65
	The Me I Know (student workbook) (consumable)	20.26
	40 17"x22" black and white poster pictures with cardboard easel	
	Filmstrips:	
	Introduction—A Big Secret	
	Unit C—I Can Do Something You Can't Do	
	Unit E—Handy, My Friend	
	Unit G—Someplace to Go	
	Unit J—Communication	
	Unit Q—Number One	
	Cassettes:	
	1. Unit A—A Very Important Question	
	Unit B—A Knapsack of Interests	
	Unit D—What You'll Want You'll Get	
	Unit E—Music (Handy, My Friend)	
	2. Side 1—A Big Secret (filmstrip soundtrack)	
	Side 2—I Can Do Something You Can't Do (filmstrip soundtrack)	
	3. Side 3—Handy, My Friend (filmstrip soundtrack)	
	Side 4—Someplace to Go (filmstrip soundtrack)	
	4. Unit F—Katie All the Way and Second Stringer	
	Unit H—Cultures	
	5. Unit I—Copycat	
	Unit J—The Boy Who Didn't Speak	
	Unit K—The Hardest Thing in the World	
	Unit L—Better Than Anything	
	6. Side 5—Communication (filmstrip soundtrack)	
	Side 6—Number One (filmstrip soundtrack)	
	7. Unit M—Lynn's Next Move	
	Unit N—Someone Else's Shoes	
	Unit O—Moving Day for Rufus	
	Unit P—One of the Gang	
4-6	Stage Three: Involvement	
	Complete Kit With Records	185.93
	Complete Kit With Cassettes	210.90
	Guide (softbound, spiral)	7.65
	Being Me (student workbook) (consumable)	20.35
	40 17"x22" black and white poster pictures with cardboard easel	
	Filmstrips:	
	Introduction—Anything	
	Unit B—Fooling the Frap-Winger Ding Bat	

FOCUS ON SELF-DEVELOPMENT (continued)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-6	Stage Three: Involvement (continued) Filmstrips: (continued) Unit E—Experiences Unit I—It's Your Environment Unit L—Friends Cassettes: 1. Side 1—Anything (filmstrip soundtrack) Side 2—Fooling the Frap-Winger Ding Bat (filmstrip soundtrack) 2. Unit A—Double Trouble Unit C—Getting Together Unit D—How Would You Feel If... Unit F—Pirate's Problem, Magic Bookshop, Kenny's Dilemma 3. Side 3—Experiences (filmstrip soundtrack) Side 4—It's Your Environment (filmstrip soundtrack) 4. Side 3—Unit F—Jenny's Test, Cissie's Choice, Witch Carrew, Susie McQue, Mumps Unit G—Cub Reporter Unit H—Waiting Unit J—Say it Again?, What's a Football?, It's Who You Talk To, I Know What You Mean 5. Unit J—Music Unit K—My Family, Family Problem 1, Family Problem 2, Family Love 6. Side 5—Friends (filmstrip soundtrack) Side 6—A Difference of Opinion (filmstrip soundtrack) 7. Unit M—The Team Unit N—Rights Unit O—The Case of the Westcross Four Summary	
	A Counselors Handbook (softbound)	4.16

GENERAL DESCRIPTION: Designed as a supplementary elementary K-6 guidance program for classroom use, the program seeks to lead the child toward an understanding of self, others, and the environment. Its purpose is to bring out the children's ideas and feelings and to get them to think about them, to develop competency in decision-making, and to acquire maturity in value judgments. Its purpose is not to tell a student "how to think or what to do." The program is developed in three stages, each with increasing involvement. All three stages use Krathwohl's Affective Domain as a guide to the degree of affective growth that can be expected of children participating in the program. The Guide for the teacher provides the sequence of experiences by which the poster pictures, sound cassettes, and sound filmstrips are integrated into the classroom program. The Counselors Handbook is a guide to using the materials in a guidance program with students, parents, and teachers.

GOALS AND OBJECTIVES: The goal is stated as the "purpose": "...to bring out the child's ideas and feelings and to get him to think about them and act on them. It is not to tell them how to think or what to do." The overall objectives are: to lead the child toward (1) an

FOCUS ON SELF-DEVELOPMENT (continued)

understanding of self, (2) an understanding of others, and (3) an understanding of the environment and its effects. The introductory paragraph to each of the teaching units in each teachers *Guide* presents more specific objectives in a narrative form.
ORGANIZATION—SCOPE AND SEQUENCE: Organized in three stages—Awareness, Responding, Involvement—the program is designed around increasing student involvement in problem-solving and value judging as the students mature. The scope and sequencing is based on Krathwohl's *Taxonomy of Educational Objectives, Handbook II: Affective Domain.* Each stage is focused on self, others, and the environment. Valuing is focused upon most clearly in Level 3 as "...the student looks at his involvement with self, others, and his environment and discovers what he thinks is important, that is, what he values." In focusing on the maturation of the *concepts* of self, others, and the environment, the *skills* of decision-making, the *valuing* processes, and the processes of *social interaction*, the program facilitates implementation of the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK.
METHODOLOGY: It is primarily guided discussion in response to the stimuli of poster pictures, filmstrips, and sound cassettes. Assistance in handling group techniques, classroom atmosphere, and problem situations is provided in appendices in the teachers *Guide* for each level. The student workbook extends the program and allows the child to record in drawings and writings more personal appraisals of the ideas stimulated by group discussions. The teachers *Guide* suggests a variety of follow-up activities to group interactions including guest speakers, role playing, art work, open-end sentences, interviewing, and games.
PROVISIONS FOR STUDENT EVALUATION: Formal evaluation materials are not provided. The focus of study is on releasing children to think and feel and express their ideas and feelings; thus, formalized testing and evaluation are not appropriate. A teacher would, of course, find it possible to maintain observation records which would indicate maturing of individual students.
TEACHERS GUIDE/EDITION: A *Guide* is provided for the classroom teacher and *A Counselors Handbook* for specialized guidance personnel. The *Guide* provides a program description, a discussion of the components of the program, a special introduction to each level, from 16-18 units of instruction, appendices on methodology, sources of supplementary information, information on the field testing of the program, suggestions on correlation with other curricular areas, and a selected bibliography. Each unit has a theme overview, When is the unit best presented?, an introductory activity, theme activities (recordings, filmstrips, photoboards), questions for discussion, other suggested activities, and suggested supplementary material.
IMPLEMENTATION REQUIREMENTS: Assistance with group processes and group discussion techniques would be desirable. Teachers with Asian American, Mexican American, and Native American children would want to augment the poster pictures and filmstrips with similar materials with which these children could make identification with the pictures of individuals.
RELATED MATERIALS: Spanish language cassettes are available.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Science Research Associates

HOW AMERICA BEGAN, c. 1976

A 4-8 supportive reading program for reading levels 3.0-8.9. Uses anecdotes from American history. Program is boxed as a kit which contains all required components: 120 reading selections in pamphlet form, 120 skill cards, teachers handbook, and 40 answer keys.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-8	How America Began Teachers Handbook (paper) 120 1-3 page reading selections in a 4-page pamphlet form (paper) 120 Skill Cards (paper) 40 Answer Key Booklets (paper)	76.03

GENERAL DESCRIPTION: A self-instructional reading supportive program using high interest social science content in 120 reading selections presented in the form of four-page paper pamphlets. There are twenty selections at six levels. Starting at 3.0 reading grade level, each level spans a grade level and ends with level six extending from 8.0-8.9. There is a separate skill card for each selection. On the one side of each skill card are ten objective comprehension questions whose accuracy may be checked by use of the answer key. The other side of the skill card suggests follow-up activities related to the particular selection.
GOALS AND OBJECTIVES: The stated goal is "...to stimulate in students a lasting interest in independent reading." Objectives are not stated.
ORGANIZATION--SCOPE AND SEQUENCE: From level one through level six the students progress at one grade for each level beginning at 3.0 and ending at 8.9. All the selections in a level are of approximate equal difficulty and can be read in whatever order a student chooses. The selections in a level range over the period from the 1600s to the Civil War. These materials will assist with the reading skills in goal two of the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK.
METHODOLOGY: The program is self-instructional with teacher guidance required in terms of determining the entry reading level for students. When a student is securing seven to eight right answers out of the ten comprehension questions on the skill cards, directions are given the teacher as to how to consult with the student and move him to a higher level.
PROVISIONS FOR STUDENT EVALUATION: Students check their own comprehension of selections by use of the answer keys. Suggestions are given in the Teachers Handbook on how to prepare and keep a reading progress chart on students.
TEACHERS GUIDE/EDITION: A brief Teachers Handbook is provided which has an introduction, comments on the reading levels of selections, information on placing students at their entry reading levels, and on moving them to higher levels, information on the skill cards and on creating a reading progress chart, an author and title listing for each level, and a brief story summary for each of the 120 selections.
IMPLEMENTATION REQUIREMENTS: Program is complete and uncomplicated.
RELATED MATERIALS: None.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Science Research Associates

MAP AND GLOBE SKILLS KIT, by Naslund and Brown, c. 1964

A 4-8 kit to teach map and globe skills. Components are boxed and include skill cards, study cards, answer key cards, a teachers manual, and one copy of the Pupil Booklet. Additional pupil booklets may be ordered separately from the publisher.

ADOPTION TERMINATION DATE: June 30, 1980 (Readoption)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-8	MAP AND GLOBE SKILLS KIT	209.23
	420 Skill Cards	
	77 Study Cards (7 copies of each of 11 different cards)	
	323 Answer Key Cards	
	Teachers Handbook	3.94
	1 Pupil Booklet	1.10

GENERAL DESCRIPTION: The kit is divided into five major units, each beginning at a simple level and proceeding through from one to five levels to a more complex level of understanding and skill. The five major units are: (1) Introduction to Map Reading, (2) Learning to Read Street and Highway Maps, (3) Learning to Read Globes and Projections, (4) Learning to Read Many Kinds of Maps, and (5) Interpreting Maps. There are five copies of each skill card. Since it is suggested that students begin at Level 1 and proceed through each activity card and since one role of the teacher is to introduce each unit, multiple copies of the kit would be required if an entire classroom were to work through the activities together. The kit as organized could be used in a learning center with five students. The kit facilitates student growth in the skills goals of the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK in the area of geographic skills. Concepts essential to the development of these skills are stressed: for example, symbolization, scale, direction, globe, poles, hemispheres, latitude, longitude, and projection.

GOALS AND OBJECTIVES: The goal of the materials is stated as the "...chief purpose...is to provide materials that promote the development of skills and understandings essential to the effective use of maps and globes." Understandings and skills to be developed are listed for each unit and become the "objectives" for each unit.

ORGANIZATION—SCOPE AND SEQUENCE: The scope is specified in the five unit headings which have been presented above in the "description." The sequence of units is established by their number order and moves from the simple tasks in "Introduction to Map Reading" to the more complex and synthesizing tasks in "Interpreting Maps." The sequence within each unit also moves from simpler to more complex with each successive skill development activity building upon the prior activities. The students work with the skills cards and complete a given unit before turning to the Pupil Booklet to carry out additional related activities.

METHODOLOGY: The process moves through four essential stages: (1) introduction to the unit by the teacher using the introductory pages in the Pupil Booklet, (2) independent work on the skill card activities by the student who can self-correct his or her own work and record attainment on the "Progress Charts" in the back of his or her Pupil Booklet, (3) pupil follow-up activities in the Pupil Booklet, and (4) a group discussion led by the teacher which integrates the different parts of the unit.

PROVISIONS FOR STUDENT EVALUATION: Students as they progress through the skill cards use the key cards to check their own work. "Progress Charts" are included in the Pupil

MAP AND GLOBE SKILLS KIT (continued)

Booklet on which each student keeps his or her record of attainment. Some brief additional suggestions on evaluation are made in the Teachers Handbook.
TEACHERS GUIDE/EDITION: Part 1 of the Teachers Handbook provides an introductory overview to the kit, a description of how the units are organized, a description of the kit materials and pupil booklet, ways of using the kits (including a description of ways of dividing the kit among grade levels), the teaching-learning sequence, the teacher's role, and an introduction to classroom procedures. Part 2 of the handbook presents the lesson plans and includes the following for each unit: a brief overview paragraph, an outline of understandings and skills to be developed, notes on the organization of the unit, procedures for introducing the unit. Not all units present procedures for the teacher to follow in step four of the methodology which looks to the integration of the learnings achieved.
IMPLEMENTATION REQUIREMENTS: A staff would wish to review the kit and determine whether it is to be used at one or more grade levels and, thus, how the units might be allocated. Once the allocation is determined, the number of kits to be ordered can be determined. It is essential to remember that this is not a totally individualized program; the teacher is essential to the introductory process, to the guidance and monitoring of student progress, and to the integration of the learnings from each unit.
RELATED MATERIALS: A classroom globe is essential. It would be desirable to have wall-hung classroom maps of the United States and the World which are appropriate to the maturity level of the students with whom the kit is being used.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Science Research Associates

NEWSLAB, c. 1972

A 4-8 skills development program in the use and interpretation of the news as reported in newspapers. The kit contains study guide cards, a teachers manual, one student booklet, spirit masters, student personal record sheets, and student folders. In addition to the kit components, the individuals using the kit will need to be supplied (and resupplied since clippings are made) with current newspapers. Each student will need a Pupil Booklet and, thus, additional copies will need to be separately ordered.

ADOPTION TERMINATION DATE: June 30, 1980

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
	NEWSLAB	101.01
4-8	200 7"x10" Study-guide Cards	
	Teachers Manual (softbound)	1.94
	1 Student Booklet: News Guide (softbound) (consumable)	1.18
	2 Spirit Masters (consumable) (1. World, 2. North America)	
	40 Students Personal Record (paper, consumable)	
	40 Students Record Envelope (paper, consumable)	

GENERAL DESCRIPTION: A 4-8 skills development program in the use of the newspaper. Designed for flexible use for independent, small group, or large group instruction. Since the study-guide cards do not need to be used in a particular sequence, and since they vary in difficulty, an entire class group could be using different study-guide cards at the same time. The News Guide, pupil booklet, is designed to be worked through by a student before moving to study-guide cards. It will be essential to purchase additional copies of this guide since only one copy is included in the lab. Both the study-guide cards and the News Guide introduce the student to activities in each part of the newspaper: World News, Local News, Editorials (including political cartoons and letters to the editor), Sports, Women's Pages, Advertisements, Business, Entertainment, Cartoons, and Special Features. The last two sections of the study-guide cards—News Themes and News Extras—are more open-ended activities and provide opportunity for group work. It will be essential to have a supply of current newspapers since activities are directed to them and since activities call for the clipping out of materials. The program implements many aspects of skill development in the use and interpretation of newspapers and in thinking, speaking, listening, reading, and writing. It assists in the development of the skills goal of the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK.

GOALS AND OBJECTIVES: The major goals are implicitly stated providing a materials base for the effective use of the newspaper in the classroom and for the development of related skills in reading, study skills (outlines, summaries, skimming), self-expression (mechanics of language, creative and practical writing, graphing, art, letters), mathematics, and the social sciences. Specific objectives are stated in the Teachers Manual for a selection of study-guide cards.

ORGANIZATION—SCOPE AND SEQUENCE: The scope is defined by the structure of a newspaper as activities, using the skills noted above, are developed from each part of a newspaper in both the pupil workbook and in the study-guide cards. The only aspect of sequence which is provided is to indicate that the student workbook, News Guide, serves as an introduction to the use of the study-guide cards.

NEWSLAB (continued)

METHODOLOGY: How to use the lab in the Teachers Manual. These do not so much represent a methodology as they do suggestions. The News Guide and study guides may be used as an individualized program, a small group program, or a total class activity. A chart is provided whereby the teacher may guide individuals to cards which allow them to develop particular skills or interests. The "News Extras" cards allow the teacher to add new activities into the lab. In discussing "reporting on activities," the manual states that "the teacher should make it a regular practice to have students share their experiences." Ways of sharing which are suggested are role playing, making puppets, simulating news broadcasts by using a tape recorder, making bulletin boards, and engaging in informal and formal discussions.

PROVISIONS FOR STUDENT EVALUATION: Each student keeps a personal record sheet of all study-guide cards used and marks with a star the questions done well and with a letter "M" those on which more practice is needed. The personal record sheet states that the student should discuss his or her progress with the teacher. All work produced is to be accumulated in the Student Record Envelope. A sample anecdotal record form is provided in the Teachers Manual and the teacher is encouraged to be an available resource to students while they are using the lab and to set aside time for personal consultation with students.

TEACHERS GUIDE/EDITION: A brief Teachers Manual is provided which discusses the program, ways of using Newslab, ways of reporting on activities, and provides selected learning objectives.

IMPLEMENTATION REQUIREMENTS: Major newspapers have been expanding coverage in the Women's Pages, and the teacher who uses Newslab will want to supplement, or replace, many of the stereotypic activities in this section of the lab.

RELATED MATERIALS: A supply of current newspapers will be needed in the classroom. Since only one student booklet, News Guide, is provided, additional copies will need to be separately purchased. As the lab is used with more than forty students, additional copies of the Students Personal Record and the Students Record Envelope will need to be purchased.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Science Research Associates

OUR STORY: WOMEN OF TODAY AND YESTERDAY, c. 1976

A 4-8 supportive high-interest reading program for reading levels 3.0-8.9. Provides non-fiction anecdotes and biographical sketches about women and girls in the past and future. Program is boxed as a kit which contains all required components: 120 reading selections, 120 skill cards, teachers handbook, and 40 answer keys.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
4-8	OUR STORY: WOMEN OF TODAY AND YESTERDAY Teachers Handbook (paper) 120 1-3 page reading selections in a 4-page pamphlet form (paper) 120 Skill Cards (paper) 40 Answer Key Booklets (paper)	76.03

GENERAL DESCRIPTION: A self-instructional reading supportive program using high interest non-fiction anecdotes and biographical sketches that deal with women's and girls' roles in the past and today. The women depicted come from various world cultures and ethnic culture groups in the United States. Among the American ethnic culture groups represented are Native American, Asian American, Mexican American, and Black American. There are 120 reading selections presented in the form of four-page paper pamphlets. There are twenty selections at each of six levels. Starting at 3.0 reading grade level, each level spans a grade level and ends with level six extending from 8.0-8.9. There is a separate skill card for each selection. On the one side of each skill card are from six to ten objective comprehension questions whose accuracy may be checked by use of the answer key. The other side of the skill card suggests follow-up activities related to the particular selection.
GOALS AND OBJECTIVES: The stated goal is "...to stimulate in students a lasting interest in independent reading." Objectives are stated in the form of the skills of comprehension stressed at each reading level. These skills are stated in the Teachers Handbook.
ORGANIZATION—SCOPE AND SEQUENCE: From level one through level six the students progress at one grade level for each level in the kit beginning at 3.0 and ending at 8.9. All the selections in a level are of approximately equal difficulty and can be read in whatever order a student chooses. The selections are drawn from many nations and many ethnic cultures in the United States and, thus, aid in the development of goal three on cultural and individual diversity in the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK. The selections range in time from the beginnings of human civilization to the present day. The materials will assist with the reading skills aspect of goal two of the FRAMEWORK.
METHODOLOGY: The program is self-instructional with directions in the Teachers Handbook of how students may discover their own reading levels. When the student can answer two-thirds of the questions correctly, he or she is ready to move to a new level. The teacher and student should then consult on the next reading selections. The teachers may use suggestions on the skill cards to initiate class discussions or projects.
PROVISIONS FOR STUDENT EVALUATION: The Teachers Handbook describes a method for students to use in keeping a personal progress chart.
TEACHERS GUIDE/EDITION: A Teachers Handbook is provided which has an introductory overview of the program; information on how students find their reading level, check their answer, and make a progress chart; an author and title listing for each selection at each

OUR STORY: WOMEN OF TODAY AND YESTERDAY (continued)

level; a brief story summary for each selection; a statement of the skills used at each level; an analysis of skills used in the extension activities; a correlation of Our Story with other SRA reading programs; and a bibliography of additional readings for students.
IMPLEMENTATION REQUIREMENTS: Program is complete and uncomplicated.
RELATED MATERIALS: Brief bibliography in Teachers Handbook provides additional follow-up readings.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Scott, Foresman & Company

AMERICA! AMERICA!, by Buggey and others, c. 1977

A single volume, hardcover U.S. History text for grades 7 or 8; with Teachers Edition.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
7-8	America! America! (hardbound)	10.99
	Teachers Edition, Annotated (hardbound)	12.02
	Duplicating Masters (activities booklets)	30.91

GENERAL DESCRIPTION: The text is 8 x 10, 704 pages and plentifully illustrated in color with photographs, maps, charts, drawings and facsimiles of original source materials. The Teachers Edition has 64 introductory and chapter guidance pages plus annotations in color on most pages. Reading level is stated to be between grades 5 and 7 according to Dale-Chall formula.

GOALS AND OBJECTIVES: The major purposes, according to the author, are: "(a) to provide students with a general overview of United States history, (b) to motivate students to study the subject further, and (c) to give students a pride in the American past." Student objectives in behavioral terms are given for each chapter.

ORGANIZATION--SCOPE AND SEQUENCE: The text is organized into thirteen chronological units based on historical periods. The units are each divided into two or more topical chapters—fifty in all.

METHODOLOGY: Designed for a largely traditional presentation; however, many questions and teaching suggestions lend themselves to inquiry, discussion, and research activities.

PROVISIONS FOR STUDENT EVALUATION: There are chapter and unit tests.

TEACHERS GUIDE/EDITION: See GENERAL DESCRIPTION.

IMPLEMENTATION REQUIREMENTS: No special needs.

RELATED MATERIALS: No special needs.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Scott, Foresman & Company

THE DEVELOPING WORLD: POVERTY, GROWTH AND RISING EXPECTATIONS, by Calderwood and others, c. 1976

A single, softbound basic or supplementary text designed for use in a "World Studies" or "Developing Nations" course; accompanying Teachers Guide.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
7-8	The Developing World (softbound)	3.77
	Teachers Guide	1.13

GENERAL DESCRIPTION: Student text has colorful softcover and plentiful black and white illustrations—photos, charts, drawings, maps, etc. Teachers Guide has limited general introduction and methodology direction but considerable page-by-page guidance for each chapter. Suitable for competent readers at 7th and 8th grade levels.

GOALS AND OBJECTIVES: Overall objective of developing an information-based understanding of world cultures and economics, particularly in developing nations, is implied. Specific student objectives for each chapter are listed.

ORGANIZATION—SCOPE AND SEQUENCE: Chapters are topical (poverty, resources, productivity, planning, etc.) rather than regional or national. National or regional conditions are used as illustrations.

METHODOLOGY: Organized as a traditional text suitable to traditional methodology for a non-traditional subject matter for grades 7 and 8. Can be used as resource material with other approaches and courses.

PROVISIONS FOR STUDENT EVALUATION: Test items and answers are provided in Teachers Guide for short chapter tests.

TEACHERS GUIDE/EDITION: Concise and adequate for traditional approach.

IMPLEMENTATION REQUIREMENTS: None.

RELATED MATERIALS: None specified.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Scott, Foresman & Company

OUR BILL OF RIGHTS, by Manoni, c. 1970

Each of the amendments in our Bill of Rights is clarified through example and exposition in this small softbound, supplementary mini-text.

ADOPTION TERMINATION DATE: June 30, 1980 (Readoption)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
7-8	Our Bill of Rights	1.92

GENERAL DESCRIPTION: A 112-page softbound, supplementary mini-text with color cover and one black and white, full-page, photographic illustration per chapter. No teachers edition or guide.
GOALS AND OBJECTIVES: Author states aim is to give a balanced presentation of rights and responsibilities and a better understanding of our courts and Constitution.
ORGANIZATION—SCOPE AND SEQUENCE: Introduction and Chapter One give background; others analyze and illustrate specific amendments.
METHODOLOGY: Flexible.
PROVISIONS FOR STUDENT EVALUATION; None.
TEACHERS GUIDE/EDITION: None.
IMPLEMENTATION REQUIREMENTS: None.
RELATED MATERIALS: None specified.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Scott, Foresman & Company

SPECTRA PROGRAM, PEOPLE AND THE CITY, by Cuban and others, c. 1972, 1974

A basic series of sixteen softbound booklets, each on a topic deemed to be of interest and importance to city-dwelling teenagers. "Teacher Tactics " is a teachers guide for entire set.

ADOPTION TERMINATION DATE: June 30, 1982 (Readoption)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
7-8	Buyers Beware	1.41
	Housing Conflicts	1.41
	Speaking Up	1.41
	Moving In	1.41
	Crime and Safety	1.41
	Getting Jobs	1.41
	Can Earth Survive?	1.41
	You've Been Arrested	1.41
	Who Needs School?	1.41
	Struggle for Change	1.41
	Who Governs	1.41
	Getting Around	1.41
	Neighborhoods	1.41
	Needs and Services	1.41
	What About Tomorrow?	1.41
	Suburbs	1.41
	Teacher Tactics (teachers guide for all 16 booklets)	3.74

GENERAL DESCRIPTION: These 48-56 page, staple-bound mini-texts have colorful soft covers and monochromatic illustrations—photographs, drawings or charts—on almost every page. Much of the content is drawn from newspaper and magazine articles, interviews, novels and biographies and a variety of original sources. Some of the materials are edited or abridged to fit the high-interest low-reading-difficulty format. Other content presents the authors' view on problems and issues facing urban communities. A teachers guide covers all 16 booklets and provides program rationale and suggested questions, activities, and test items for each booklet.

GOALS AND OBJECTIVES: These materials are "designed to teach students fundamental knowledge that everyone, regardless of vocation, needs in order to 'make it' in the city." Other goals, implied or stated, are to: (1) involve students with relevant, practical problems from their immediate surroundings; (2) help students to "express themselves freely"; and (3) "develop their critical-thinking skills." The authors have attempted to encourage reading and discussion by providing: (1) current topics and information; (2) varied content sources and formats; (3) interest-catching covers and illustrations; and (4) relatively easy reading levels.

ORGANIZATION—SCOPE AND SEQUENCE: Though the booklets are divided into four sets, there is no apparent or stated reason to follow any particular order in grouping or using

SPECTRA PROGRAM, PEOPLE AND THE CITY (continued)

them. The materials were originally designed as high-interest, low-reading-level materials for use with "low-achievers" in grades 9-12. (Publisher claims 6th grade as average reading level).

METHODOLOGY: Can be used with a variety of methods. Though basically designed for an inquiry/discussion approach, they could be used as resource materials or even in a traditional—introduce/read/test—program.

PROVISIONS FOR STUDENT EVALUATION: Non-standardized tests are provided in the Teachers Edition but there is no structured evaluation program with either apparent or statistical validity.

TEACHERS GUIDE/EDITION: "Teacher Tactics," the teachers guide, provides considerable assistance for each booklet: content summaries, inquiry questions, suggestions, answers (where appropriate), test items, activity suggestions, bibliographies, etc.

IMPLEMENTATION REQUIREMENTS: Teachers would find it desirable to have skills in questioning and leading discussions in a non-judgmental manner in order to use series most productively.

RELATED MATERIALS: The other Spectra Programs, "Promise of America" and "People of the World," have the same editor but need not be used in conjunction with this series.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Scott, Foresman & Company

SPECTRA PROGRAM, "PEOPLE OF THE WORLD," by Cuban and others, c. 1971-1975

Five profusely illustrated softbound books, 136-144 pages, each on a different country, typifying different areas and cultures. Single teachers guide covers all five texts.

ADOPTION TERMINATION DATE: June 30, 1982 (Readoption)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
7-8	India	3.40
	Soviet Union	3.40
	Kenya	3.40
	France	3.40
	Japan	3.40
	Teachers Tactics for above titles	5.15

GENERAL DESCRIPTION: The five adopted basic texts have colorful and intriguing covers and illustrations throughout. Each covers a different nation's geography, economy, customs, government and problems, largely through reprint selections from other sources—novels, popular anthropological studies, articles, interviews, etc. Originally designed for use with low-achieving students through high school (publisher claims 6th grade reading-level average) the material covers content often included in junior high social science. The personal approach used throughout is intended to appeal to interests at this age.

GOALS AND OBJECTIVES: Stated objectives include understanding how: (1) diverse cultures arise in response to needs and resources, (2) natural environment affects cultural development, and (3) basic human needs underlie all cultural patterns. Other listed goals are: (4) learning to consider a culture as a whole, (5) avoiding ethnocentric attitudes, and (6) avoiding stereotype views toward other people. Skill goals include those of research, data gathering, comprehension, interpretation (including maps, charts, etc.), organizing, transferring, communicating information, and recognizing bias. Cognitive skill goals include comprehension, analysis and evaluation.

ORGANIZATION—SCOPE AND SEQUENCE: Each text follows the same chaptering format: (1) The setting—geography, physical, racial, language; (2) Workers—economics; (3) Family and Education; (4) Religion—in broad sense, including cultural practices, mores; (5) Government--family and tribal as well as national; (6) Conflict—problems, issues, future expectations; and (7) Close-ups of people. There is no essential order of study.

METHODOLOGY: Though designed for use in an inquiry-discussion program, the materials are usable as resource materials and even adaptable to a traditional—introduce, assign reading, test—program.

PROVISIONS FOR STUDENT EVALUATION: Tests and test items are provided in Teachers Guide but with the admonition that evaluation must include subjective analysis of each student's development of attitudes, values, and cognitive skills.

TEACHERS GUIDE/EDITION: "Teacher Tactics," the teachers guide for all five books, provides day-by-day teaching suggestions for each chapter of each text. Included are: content summaries, guiding questions, discussion questions (with answers where appropriate), activity suggestions, tests and test items, and bibliographies.

IMPLEMENTATION REQUIREMENTS: Teacher knowledge of high level questioning and discussion skills (non-judgmental) would enhance best use of materials.

RELATED MATERIALS: Other segments of the Spectra Program, "Promise of America" and "People and the City" may or may not be used in conjunction with these materials.

Scott, Foresman & Company

SPECTRA PROGRAM, PROMISE OF AMERICA, by Cuban and Roden, c. 1975

Five basic soft-cover, high-interest, low-reading-level mini-texts covering U. S. History from exploration through present in roughly chronological order. Teachers Guide for all five provides teaching directions and assistance.

ADOPTION TERMINATION DATE: June 30, 1982 (Readoption)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
		kit 13.05
7-8	The Starting Line (softbound)	2.85
	Struggling for the Dream (softbound)	2.85
	Breaking and Building (softbound)	2.85
	Sidewalks, Gunboats, and Ballyhoo (softbound)	2.85
	An Unfinished Story (softbound)	2.85
	Teacher Tactics (Guidebook)	3.43

GENERAL DESCRIPTION: A colorfully illustrated, soft-cover basic series designed to interest low-achieving students in U. S. history through: (1) selection of topics for their interest, (2) focus on people, (3) visual appeal, (4) organization into "quick closure" lessons, (5) varied presentation formats—personal accounts, selections from novels, biographies and articles, primary sources and (6) a reading level claimed by the publisher to average 7th to 8th grade. A Teachers Guide covers all five texts. The series was originally designed for use through grade 12.
GOALS AND OBJECTIVES: "The major purpose of Promise of America is to motivate students to learn about United States History". Other listed goals are: "improved reading, effective writing, outlining, use of source materials, map reading, chart and graph interpretation, cartoon analysis, and manageable research techniques, such as tabulation..." Development of "critical thinking" is also stressed.
ORGANIZATION—SCOPE AND SEQUENCE: The five texts follow a roughly chronological sequence with use in order implied. Each of the texts is organized into units with the major themes of the series—(1) "The history of America is a history of change", (2) "The struggle for the American Dream has been a driving force in American history", and (3) "The history of America is a history of people of different backgrounds".
METHODOLOGY: Designed for an inquiry/discussion type program, the texts can be used more traditionally (introduce and assign reading; test) or as resource materials. Inclusion of simulation games and suggestions for research and discussion of current issues are examples of the recommended methodology.
PROVISIONS FOR STUDENT EVALUATION: Non-standardized end-of-book tests are provided. Teachers are encouraged to include subjective judgments of student's "reasons" for answers and their discussion responses in evaluating progress.
TEACHERS GUIDE/EDITION: Provides content summaries, guiding questions, activity suggestions (including simulations), discussion questions (with answers where appropriate), tests, and print and media bibliographies for both students and teachers.
IMPLEMENTATION REQUIREMENTS: Teachers would find it helpful to have skills in conducting open, nonjudgmental questioning and discussions.
RELATED MATERIALS: Can be used with, or entirely separate from, the rest of the Spectra Program. Acquisition of the materials in the bibliographies would be helpful.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Selective Educational Equipment (SEE), Inc.

THE FAMILY OF MAN SERIES, by Mitsakos, c. 1971-1976

A 1-5 basic or supportive multi-media program with three adopted kits for grades 1-3, three for grades 2-4, and two for grades 3-5. All required components are included in each kit.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
1-3	Hopi Indian Family Kit Hopi Artifacts: 1 Kachina Doll 1 Pottery Bowl 1 Sifting Basket 1 Hopi Toy Other Objects: 1 Indian Corn—one large or two small ears, or corn seed 3 Magnetic Compasses Audio-Visual Materials: 2 Filmstrips 1 Prerecorded Tape Cassette 30 Study Prints in Vinyl Case Books and Booklets: 1 Morning Star 1 The Little Indian Basket Maker 1 The Indian and His Pueblo 1 The Sky Was Blue 1 Woody's Big Trouble 1 They Were Strong and Good 1 A Day in Oraibi, a Hopi Indian Village 1 A Day with Honau, a Hopi Indian Boy Package of Printed Originals: 1 Outline Map of the United States 1 Family Structure Sheet 1 Lyrics to Hopi Songs Teachers Resource Guide (spiral, paperbound)	219.78
1-3	Japanese Family Kit Japanese Artifacts: 1 Teapot and Cover 1 Teacup 1 Rice Bowl 1 Flat Wooden Rice Paddle 1 Small Dish 36 Pairs of Chopsticks 1 Pair of Child's Plastic Chopsticks (in an individual chopstick box) 1 Child's Kimono 1 Child's Kimono Sash 1 Pair of Child's Geta	308.58

THE FAMILY OF MAN SERIES (continued)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
1-3	Japanese Family Kit (continued)	
	Japanese Artifacts (continued)	
	1 Pair of Child's Slippers	
	1 Statue of Buddha	
	1 Ancestor Tablet	
	1 Incense Burner	
	1 Calligraphy Set	
	1 Abacus	
	Other Objects:	
	3 Magnetic Compasses	
	1 Flag of Japan	
	1 Package of Rice	
	1 Package of Origami Paper	
	Audio-Visual Materials:	
	1 Prerecorded Tape Cassette	
	3 Filmstrips	
	Books:	
	1 Where In the World Do You Live? by Hine and Alcorn	
	1 The Day We Saw the Sun Come Up by Goudey	
	1 The Story of Japan by Farnsworth	
	1 The Japanese Twins' Lucky Day by Sakade	
	1 Living in Japan (American Book Company)	
	1 Children of Japan by Shirakigawa	
	1 Junichi—A Boy of Japan by Schloat	
	1 Makoto, The Smallest Boy by Uchida	
	1 Birds, Frogs, and Moonlight (by Cassedy and Suetake	
	1 Fun and Festivals from Japan by Gwinn and Hibbard	
	1 Origami—Japanese Paper Folding by Sakade	
	Package of Printed Originals:	
	1 Outline Map of North America	
	1 Cutouts of the United States	
	1 Outline Map of the World	
	1 Family Structure Sheet	
	1 Sample Page from a Kanji Penmanship Book	
	1 Ikebana	
	1 Lyrics to Japanese Songs	
	Teachers Resource Guide (spiral, paperbound)	
1-3	Ashanti Family of Ghana Kit	319.68
	Ashanti Artifacts:	
	1 Akuaba Doll	
	1 Gold Weight	
	1 Kente Cloth	
	1 Oware Board with 48 Seeds	
	1 Stool	
	Other Objects:	
	3 Magnetic Compasses	
	1 Package of Cocoa Beans	

THE FAMILY OF MAN SERIES (continued)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
1-3	Ashanti Family of Ghana Kit (continued)	
	Audio-Visual Materials	
	1 Prerecorded Tape Cassette	
	2 Filmstrips	
	20 Study Prints	
	1 Ashanti Newspaper	
	Books and Booklets:	
	1 Charity by Pamela	
	1 Charity and Grandma by Pamela	
	1 Ghana in Pictures by Zemba	
	1 Ghana Junior Atlas edited by Boateng	
	1 Great Day in Ghana by Kaye	
	1 Kwabena by Bolling	
	1 Kwaku—A Body of Ghana by Schloat	
	1 Kwasi and the Parrot by Kaye	
	1 My Second Copy Book by Gyampo	
	1 My Village in Ghana by Gidal and Gidal	
	1 Our Drums and Drummers by Nketia	
	1 Playtime in Africa by Sutherland	
	1 The Adventures of Coalpot by Adoma	
	1 The Adventures of Spider by Arkhurst	
	1 Vulture! Vulture! by Sutherland	
	Package of Printed Originals:	
	1 Outline Map of the World	
	1 Outline Map of Africa	
	1 Outline Map of Ghana	
	1 Family Members List	
	1 Floor Plan of an American House	
	1 Floor Plan of an Ashanti Compound	
	1 Translation of Yen Ara Asase Ni	
	Teachers Resource Guide (spiral, paperbound)	
2-4	Family of Early New England Kit	286.38
	Reproductions of Early New England Artifacts:	
	1 Butter Churn	
	1 Candlestick	
	1 Bayberry Candle	
	1 Broom	
	1 Quill Pen	
	1 Inkwell	
	6 Slates	
	12 Slate Pencils	
	1 Cornhusk Doll	
	1 Top	
	1 Limberjack	
	Audio-Visual Materials	
	3 Magnetic Compasses	
	1 Prerecorded Tape Cassette	

THE FAMILY OF MAN SERIES (continued)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
2-4	Family of Early New England Kit (continued) Audio-Visual Materials (continued) 3 Filmstrips 20 Study Prints in Vinyl Case Books and Booklets: 1 Growing Up in Old New England by Bernheim and Bernheim 1 Life in an Old New England Country Village by Fennelly 1 Little Lucy; Or the Pleasant Day 1 Pictures and Stories from Forgotten Children's Books by Arnold 6 Worcester's Primer by Worcester Package of Printed Originals: 1 Outline Map of the United States 1 A Family Register 1 Information from a Family Record 1 Birth Record from the Town of Sturbridge, Massachusetts 1 A Lesson from an Old School Book 1 Good Children Must 1 Inside the Country School 1 A Visit to a Country School 1 A Spelling Lesson 1 Worcester's Primer—Lesson 3 1 Lyrics to Early New England Songs (3 Pages) Teachers Resource Guide (spiral, paperbound)	
2-4	Kibbutz Family in Israel Kit Israeli Artifacts: 1 Draydel 1 Kova Tembel (hat) 1 Menorah 1 Box of Hanukkah Candles 1 Recorder 1 Take Ball Take All (game) 1 Tambourine Other Objects: 1 Workboard 3 Magnetic Compasses Audio-Visual Materials: 3 Filmstrips 1 Map of Israel 2 Prerecorded Tape Cassettes 25 Study Prints in Vinyl Case 6 sets, Site Sort Cards (12 cards to each set) 6 sets, Village and City Sort Cards (8 cards to each set) Books and Booklets: 1 A Kibbutz Adventure translated by Wolf and Wolf 1 A Kibbutz Adventure in Hebrew by Hilel 2 A Week in Hagar's World: Israel by Reit	275.28

THE FAMILY OF MAN SERIES (continued)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
2-4	Kibbutz Family in Israel Kit (continued) Books and Booklets (continued) 2 Boas Lives in a Kibbutz by Rubel 1 Five Young Heroes of Israel by Spector 1 Looking At Israel by Rutland 1 "Mishmar Lay'ladium" the children's magazine 1 My Village in Israel by Gidal and Gidal 1 The Man Who Made Fine Tops by Winn Package of Printed Originals: 1 Outline Map of the World 2 Outline Maps of Israel 1 Things Kibbutz Children Do 1 Diagram of a Kibbutz 2 Hebrew Language Sheets 1 Hebrew Word Sheet 2 Hebrew Letter Sheets 1 Illustrations for Letter About Letters 1 Lyrics to Israeli Songs Teachers Resource Guide (spiral, paperbound)	
2-4	Russian Family in Moscow Kit Russian Artifacts: 1 Balalaika 1 Bear Toy 1 Khokhloma Spoon 1 Matroishka 1 Pioneer Scarf with Lenin Button 1 Puppet Other Objects: 1 Game: A Trip Around the Soviet Union 3 Magnetic Compasses Audio-Visual Materials: 3 Filmstrips 2 Prerecorded Tape Cassettes 14 Family Study Prints in Vinyl Case 8 Russian Children's Artwork Study Prints in Vinyl Case 6 sets, Site Data Cards (Set A), set of 8 6 sets, Preschool Data Cards (Set B), set of 6 6 sets, School Data Cards (Set C), set of 8 6 sets, Youth Organization Data Cards (Set D), set of 8 10 Postcards of Washington, D.C. Books, Booklets and Magazines: 1 A YTO Y BAC Children's Book in Russian 2 Children's Magazines in Russian 1 Masha's Days by Pakhomov 1 Moscow, Kodansha International Ltd. 1 My Mother Is the Most Beautiful Woman in the World	286.38

THE FAMILY OF MAN SERIES (continued)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
2-4	Russian Family in Moscow Kit (continued)	
	Books, Booklets and Magazines (continued)	
	1 National Geographic Magazine (March, 1966)	
	1 Nikolai Lives in Moscow by Battermants and Levin	
	1 Shoot for the Goal by Kumma and Runge	
	1 Stories from Old Russia by Dolch and Dolch	
	1 The Skipping Rope by Barto	
	Package of Printed Originals:	
	1 Outline Map of the World	
	1 Outline Map of the U.S.S.R.	
	1 Map of the Center of Moscow	
	1 Map of the Center of Washington, D.C.	
	1 Legends for Maps	
	1 An Apartment in Moscow	
	1 Pattern for Model of Apartment	
	1 Assembly Instructions for Model	
	1 Patterns for Walls	
	1 Patterns for Furniture	
	2 Patterns for Furniture	
	1 A Day in the Forest	
	1 Charts of Some Professions in the U.S. and U.S.S.R.	
	1 About Our School	
	1 Russian Word Sheet	
	1 Russian Language Sheet 1	
	1 Russian Language Sheet 2	
	1 Code of the Young Soviet Pioneer	
	1 Primer Writings by Tolstoi	
	1 The Bad Little Bear-Cub	
	1 From Children's Readers by Tolstoi	
	Teachers Resource Guide (spiral, paperbound)	
3-5	The People of Paris Kit	286.38
	French Artifacts:	
	6 International Road Signs	
	1 Packet French Postage Stamps	
	1 Tele' 7 Jours (T.V. Guide)	
	1 Le Figaro (newspaper)	
	1 Le Journal de Mickey (comic book)	
	1 Une Adventure d'Asterix: Le Tour de Gaule (hardbound) comic book)	
	1 Pierrot Puppet	
	1 Miniature French Flag	
	1 Paris (transportation system brochure—metro map and schedule)	
	1 Large Net Shopping Bag	
	1 Gendarme's Whistle	
	1 Osselets (pig's knuckles game)	

THE FAMILY OF MAN SERIES (continued)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
3-5	The People of Paris Kit (continued)	
	Other Objects:	
	1 View of the Center of Paris Taken from the Air (wall map)	
	1 Toy Sailboat	
	1 Toy Shopping Bag with Groceries	
	1 Menu from Restaurant De La Tour D'Argent	
	8 Artists' Impressions of Paris Study Prints	
	4 Site Study Prints	
	Audio-Visual and Other Objects:	
	1 Mercator Map of the World	
	3 Filmstrips	
	1 Prerecorded Tape Cassette	
	6 sets, Family Functions Data Cards, set of 8	
	6 sets, School Activities Data Cards, set of 7	
	6 sets, Historical Sort Cards of Paris, set of 7	
	1 set, Paris Discussion Cards, set of 6	
	Package of Objects for Suggestions for Teaching Members 28 and 30:	
	4 Flashlight Batteries	
	2 Lamps (small bulbs)	
	4 Wire Pieces	
	2 Small Electric Motors	
	2 Small Fan Blades	
	15 15cm/6 in. See-Rulers	
	6 Centimeter/Inch Measuring Tapes	
	Books:	
	1 This is Paris	
	1 The Red Balloon	
	1 Michelin Green Guide: Paris	
	1 Andy Says Bonjour	
	1 Family Under the Bridge	
	1 Street Markets Around the World	
	1 A Week in Daniel's World: France	
	Printed Originals:	
	1 French Recipes	
	1 The City of Paris	
	1 French Language Sheet 1	
	1 French Language Sheet 2	
	1 The Hemispheres	
	1 Outline Map of the World (with major cities)	
	1 Outline Map of Europe (with major cities)	
	1 Topographical Outline Map of France	
	1 Lyrics to French Children's Folk Songs	
	1 What People in Families Do	
	1 Recreation: A Comparison of Paris and Our Community	
	1 Instructions for Making a Hand Puppet	
	1 Money for Schools in Our Community	
	1 Paris Metro Map	

THE FAMILY OF MAN SERIES (continued)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
3-5	The People of Paris Kit (continued)	
	Printed Originals (continued)	
	1 Government Services in Paris	
	1 People and Money	
	1 Goods and Services in Paris	
	1 Volunteers in Paris	
	1 Zoe	
	1 Nancy	
	1 Time Line of Paris and the U.S., Sheet 1	
	1 Time Line of Paris and the U.S., Sheet 2	
	1 Latitude (optional)	
	1 Longitude (optional)	
	1 Media Checklist	
	Teachers Resource Guide (spiral, paperbound)	
3-5	Contrasting Communities in the United States Kit	319.68
	Box of Camera Equipment:	
	6 Cameras	
	12 Rolls of 120 Films	
	6 Flash Attachments	
	12 Flashbulbs	
	12 Batteries (AA) for Flash Attachments	
	Simulation Game: What, Where, and Why?	
	Large Maps:	
	1 Base Map of Minnesota	
	1 Base Map of New York State	
	Study Prints:	
	9 Volunteer Study Prints in Vinyl Case	
	Materials for Attributes Games:	
	Set of 32 A-Blocks, 6 Colored Loops, 20 Label Cards	
	Set of 31 Activity Cards for A-Blocks	
	Newspapers:	
	5 Worthington Daily Globe	
	1 New York Post	
	Audio-Visual Materials:	
	1 Prerecorded Tape Cassette	
	3 Filmstrips	
	1 Set Community Problems Cards, 7 Cards	
	6 Sets, Historical Sort Cards of N.Y.C., 7 Cards to Set	
	Telephone Books:	
	1 Manhattan Yellow Pages	
	1 Worthington Telephone Directory	
	Books and Pamphlets:	
	The Thief-Catcher by Winn	
	Conflict, Politics, and Freedom by Quigley and Longaker	
	Manhattan Bus Guide	
	New York Subway Guide	

THE FAMILY OF MAN SERIES (continued)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
3-5	Contrasting Communities in the United States Kit (continued) Books and Pamphlets (continued) Joel Is the Youngest by Ish-Kishor Maple Street by Agle Melindy's Medal by Faulkner and Becker The Spider Plant by Speevack Willy Wong: American by Oakes Why People Are Different Colors by May It's So Simple—Click and Print (2) A Certain Life-Style N .Y., N.Y. by Worgaftik Yellow Pages of Learning Resources, Group for Environment Education, Inc. How I Feel by Behrens A Week in Henry's World Printed Originals: 1 Topographical Outline Map of New York City 1 Topographical Outline Map of Worthington 1 Legend for Topographical Outline Maps 1 Article from the Worthington Daily Globe 1 Where My Family Came From 1 Groups and Leaders 1 Government Services in Our Community 1 Taxes 1 Workers in Our Community 1 Discussion Questions for Community Problems Cards 4 New York Over Time, 4 sheets 1 Latitude (optional) 1 Longitude (optional) 1 Media Checklist	
	The Family of Man: A Rationale and Overview by West (paperbound) Storage Case (cardboard)	

GENERAL DESCRIPTION: A basic or supportive series of comparative and contrastive in-depth culture study unit kits. The Hopi, Japanese, and Ashanti kits are designed for use in grades 1-3; the New England, Israel, and Moscow, Russia kits for grades 2-4; and the Paris kit for grades 3-5. The kits for grades 1-3 are designed for interdisciplinary study with disciplinary organization stressed more at the upper grade levels. All kits contribute to the development of the concept of culture and each focuses on the following basic questions: How are people alike? How are they different? Do we understand why people do certain things differently? How do they compare with other people we have studied? What do these similarities tell us about people? Each kit contains artifacts, or reproductions of artifacts, filmstrips, audio cassettes, children's books in a range of reading difficulty, copies of materials which can be reproduced for classroom use, a statement of rationale by Edith West, and a teachers resource guide. All items are packaged in a cardboard case with an inventory list pasted on the inside of the cover. The program implements all five goals of the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK by providing for the

THE FAMILY OF MAN SERIES (continued)

development of concepts, skills, diversity, values, and social participation. The Rationale and Overview provides a clear exposition of the way in which the FRAMEWORK is supported by this program. People of Paris and Contrasting Communities in the United States are classified under "Community Studies"; the other kits come under "Family Studies."

GOALS AND OBJECTIVES: The introduction to each of the teachers resource guides discusses the goals of the program under three headings: Values, Skills, and Concepts and Generalizations. The central focus of the material can be seen in the following statement: "One of the main purposes...is to help children understand why people act differently than we do, why they believe and value different things, and to understand that to these people such behavior seems natural and right. Children should learn to accept diversity in the nation and in the world in which they must live with diverse peoples." The Teachers Resource Guide for each unit (kit) states the general objectives for work in that unit with reference to concepts, generalizations, skills, and attitudes. Behavioral objectives are specifically stated for each unit. In addition to these overall objectives, each specific lesson plan—Suggestions for Teaching—provides even more specific objectives.

ORGANIZATION—SCOPE AND SEQUENCE: Two sections of the Teachers Resource Guide present the scope of each unit—an introductory description of the life of the particular people being studied and the "Outline of Content." The initial unit on the Hopi has a sequence which begins with site identification and includes an emphasis on basic geographical skills; moves to a study of the social structure of the Hopi family; studies the basic needs for food, water, and shelter; looks at the process of socialization; and closes with a study of the way life has changed for the Hopi. In the final unit on "The People of Paris," the study begins with site identifcation, but the identification process is more complex and related to many factors; study moves to an investigation of the social institutions of the family, other groups, government, private enterprise organizations, and volunteer groups; a study of the general characteristics of the people and the ways in which they have influenced and been influenced by others; and the unit closes with a study of how Paris has changed over time. Thinking skills are stressed throughout the units as are geographic, time, and chronology skills. Each goal of the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK is developed in this program.

METHODOLOGY: The approach is a culture unit study which utilizes concept development, inquiry, and discovery strategies. Suggestions are incorporated on how to use learning centers as a part of the instructional design if a teacher desires to do so. The methodology provides for relevant large and small group activities as well as for individual projects. By its design, the materials build on a multi-sensory approach. Each step in unit development is carefully provided for in the Teachers Resource Guide. When an activity is suggested, i.e., food tasting, puppets, etc., directions are provided.

PROVISIONS FOR STUDENT EVALUATION: The "Behavioral Objectives" specified for each unit provide very specific observable changes in students. For example, from "The People of Paris" unit there are twenty-two assessable behavior changes noted. One of these is: "Given data about the functions of the members of a Parisian family, compare those functions with the functions of members of his/her own family and other families studied." A similar list is included for each unit in the Teachers Resource Guide.

TEACHERS GUIDE/EDITION: The Teachers Resource Manual is detailed and provides the following assistance to the teacher: a note on how to begin to use the material; a list of all items in the kit; an introduction and background information by Edith West; an in-depth introduction to the specific culture for the teacher; behavioral objectives; general objectives; outline of content; lesson plans, "Suggestions for Teaching"; notes on using the specific materials in the kit including reproduction of filmstrips and materials which can be reproduced for classroom use; and a glossary of terms.

IMPLEMENTATION REQUIREMENTS: Teachers Resource Guide is very complete. Even teachers who have not taught a developmental unit approach before should have little difficulty in using the kits.

Silver Burdett Company

ADVENTURES IN AMERICAN HISTORY, by Glanzrock, c. 1976

An American history basic text for grade 8. Includes a teachers edition.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
8	Student Edition (hardbound)	8.88
	Teachers Edition	11.71

GENERAL DESCRIPTION: The student text is an American history written for limited readers. According to the publisher, vocabulary has been regulated for a fourth-grade reading level. Paragraphs are numbered for easy student reference. Traditional topics emphasizing political history comprise the content. The text includes an appendix of important dates, famous Americans, and maps of the world and the United States. A teachers edition accompanies the student text.
GOALS AND OBJECTIVES: The primary goals appear to be the teaching of basic research skills and improvement of reading ability in the content area.
ORGANIZATION—SCOPE AND SEQUENCE: The text begins its narrative with the arrival in the New World by Columbus and continues through 1974. The content is organized chronologically within twenty-six chapters, each of which addresses a particular topic.
METHODOLOGY: Little overt emphasis is given to conceptual learning; the emphasis is on improvement of study skills and mastery of factual content. Chapter review exercises promote essentially basic skills—recall, recognition, classification. The text itself is straightforward exposition.
PROVISIONS FOR STUDENT EVALUATION: No formal tests are provided although midyear and final review exercises are included to reinforce previous learnings.
TEACHERS GUIDE/EDITION: The teachers guide reproduces the student text with annotations in the margins. These are short (usually one or two sentences) and are intended to designate potential problems. Film recommendations are listed among these annotations. A suggested timeline for teaching the text (based on 180 days) is also included.
IMPLEMENTATION REQUIREMENTS: No inservice is necessary.
RELATED MATERIALS: None specified.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Silver Burdett Company

THE AMERICAN REVOLUTION, c. 1976

A picture packet for use as supplementary enrichment in social science or history courses, grades 3-8. Includes teachers manual.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
	THE AMERICAN REVOLUTION	
3-8	Picture Packet	48.43
	Teachers Manual	2.26

GENERAL DESCRIPTION: The packet consists of twelve (19" x 23") study cards. Of the twenty-four sides, three show maps and twenty-one reproduce paintings or drawings in full color. Each is related to a particular event or locale of the American Revolution.
GOALS AND OBJECTIVES: These study prints are intended to motivate and enrich student understanding of the American Revolution.
ORGANIZATION—SCOPE AND SEQUENCE: The prints are reproduced back-to-back in roughly chronological order, dating from the Boston Massacre in 1770 to the peace treaty in 1783.
METHODOLOGY: Flexible.
PROVISIONS FOR STUDENT EVALUATION: None.
TEACHERS GUIDE/EDITION: The teachers manual reproduces each card in black and white miniature with the following annotations: an exploration of the time and place, background information about the subject, motivational techniques to arouse curiosity about the picture, questions to direct attention to significant aspects of the picture, and enrichment exercises. An annotated bibliography of related materials for children and teacher is included at the end.
IMPLEMENTATION REQUIREMENTS: None.
RELATED MATERIALS: The publisher recommends this material as a supplement to the Silver Burdett Social Science program, which is also adopted.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Silver Burdett Company

LET FREEDOM RING: A UNITED STATES HISTORY, by Brown and others, c. 1977

An American history basic text for grade 8. Includes teachers edition for text, student workbook and teachers edition, test booklet, and spirit master activity sheets. See separate write-up for K-7 basic program.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
8	Student Edition (hardbound)	10.21
	Teachers Edition (hardbound)	13.60
	Problem-Solving Booklet (softbound)	2.87
	Teachers Edition (softbound)	5.81
	Performance Tests (softbound)	1.36
	Key	3.62
	Spirit Master Activity Sheets (softbound)	14.85

GENERAL DESCRIPTION: The student text attempts to teach such basic historical concepts as cause and effect, colonialism and revolution, democracy, expansion, conflict, economic and social change, nationalism, cultural pluralism, and the American way of life. A glossary of important terms and a section on map skills are extra features. According to the publisher, the average reading level is suitable for seventh grade as determined by the Dale-Chall Readability Formula. Supplementing the student text and teachers edition are a test booklet of multiple-choice questions (for pre and post testing), a booklet of spirit master activity sheets, and a student workbook of problems to solve.

GOALS AND OBJECTIVES: This history text intends to foster appreciation of values and different cultures, to teach social science concepts, and to encourage attitudes that lead to effective and responsible ciitizenship.

ORGANIZATION—SCOPE AND SEQUENCE: The text is organized essentially by chronology but each individual unit investigates a different unifying concept of history. The time span covered ranges from 50,000 B.C. to the mid-1970's. Traditional topics of American history (colonialism, birth of the republic, the western movement, etc.) comprise the content.

METHODOLOGY: Much emphasis is placed on working with facts—how to find, use, and apply them. The text is largely expository but regularly incorporates primary source material to pose problems for students; at such points the questions are likely to probe student values and are frequently open-ended.

PROVISIONS FOR STUDENT EVALUATION: A test booklet for pre and post testing is among the adopted components. Questions posed are all multiple-choice. Tests are provided for each of the nine units in the text; a starter test, midterm performance test, and final performance test are also included.

TEACHERS GUIDE/EDITION: The teachers edition reproduces the student text with lesson ideas located in expanded margins. This material outlines unifying generalizations, basic concepts, performance objectives, understandings, important vocabulary, map skills, motivational techniques, developmental activities, enrichment, and background information. A special feature is a learning plan for slow learners, which also appears in the margins. Along with a bibliography of related materials, the teachers edition presents charts of basic concepts, generalizations, case studies, and social science understandings.

LET FREEDOM RING: A UNITED STATES HISTORY (continued)

IMPLEMENTATION REQUIREMENTS: Special inservicing is not necessary.
RELATED MATERIALS: The text could be taught sequentially as part of the Silver Burdett Social Science System (K-7), which has also been adopted. See separate write-up for K-7 basic program.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Silver Burdett Company

SILVER BURDETT SOCIAL SCIENCE, by Cooper and others, c. 1976

K-6 portion of a K-7 basic program. Includes a variety of print and audio-visual materials. See separate write-up for 7th and 8th grade materials.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
K	Earth, Home of People (hardbound)	58.05
	Teachers Manual (softbound)	2.26
1	Living in Families (hardbound)	5.13
	Teachers Edition (hardbound)	8.50
	Spirit Master Activity Sheets	8.36
2	Living In Communities (hardbound)	5.67
	Teachers Edition (hardbound)	9.05
	Spirit Master Activity Sheets	9.09
	Taking Part in Government (single concept Module)	2.05
	Teachers Edition	4.30
3	People and Resources	6.80
	Teachers Edition (hardbound)	10.18
	Spirit Master Activity Sheets	10.89
	Problem Solving Booklet	2.12
	Teachers Edition	4.37
	Performance Tests	.96
	Teachers Edition	2.26
3-4	People in Regions	6.80
	Teachers Edition (hardbound)	10.18
	Spirit Master Activity Sheets	10.89
	Problem Solving Booklet	2.12
	Teachers Edition	4.37
	Performance Tests	.96
	Teachers Edition	2.26
4	People and Ideas	7.34
	Teachers Edition (hardbound)	10.72
	Spirit Master Activity Sheets	10.89
	Problem Solving Booklet	2.26
	Teachers Edition	4.51
	Performance Tests	.96
	Teachers Edition	2.26
	Sound Filmstrips	78.13
	Teachers Guide	2.15
	Individualized Learning Package	77.04
5	People in the Americas	8.27
	Teachers Edition (hardbound)	11.65
	Spirit Master Activity Sheets	10.89
	Problem Solving Booklet	2.39
	Teachers Edition	4.65
	Performance Tests	1.13
	Teachers Edition	2.73
	Sound Filmstrips	78.13
	Teachers Guide	2.15

SILVER BURDETT SOCIAL SCIENCE (continued)

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
6	People and Change	8.27
	Teachers Edition (hardbound)	11.65
	Spirit Master Activity Sheet	10.89
	Problem Solving Booklet	2.39
	Teachers Edition	4.65
	Performance Tests	1.13
	Teachers Edition	2.73
	Sound Filmstrips	117.19
	Teachers Guide	2.15

GENERAL DESCRIPTION: The core of the program is a series of graded student texts with teachers editions. In kindergarten a book of large color pictures without printed captions is substituted for a text. People in Regions is an alternative text than can be taught in either third or fourth grade. All these materials examine how people live in various groups—family, community, regional, and national. Supplementing the basic core of the program are a single concept module on representative government (for grade 2), problem solving booklets, spirit master activity sheets, and performance tests. For slow learners in grades 4-6 with reading difficulties, individualized learning packages of audio cassettes and sound filmstrip packages provide audio-visual stimulation. Moreover, the student texts have been subjected to both Spache and Dale-Chall readability tests in an attempt to guarantee easy student access to content. None of the texts is higher in reading level than the grade for which it is designated; often the average level is below the grade (e.g., fourth grade reading level for the fifth and sixth grade components).

GOALS AND OBJECTIVES: The stated goals are to instill a lasting interest in human society, to foster the growth of consistent, reasoned values that develop a respect for the dignity and worth of all people, to encourage responsible citizenship, and to teach fundamental concepts of the various social sciences.

ORGANIZATION—SCOPE AND SEQUENCE: The texts examine social groups in a sequential and progressively sophisticated order—beginning with families and proceeding to larger units. Scope and sequence of content is charted in the teachers edition of each text.

METHODOLOGY: Diverse strategies are possible by utilizing the various components. The student texts—especially for the upper grades—are largely expository but with inquiry experiences provided in the interpretation of primary source materials.

PROVISIONS FOR STUDENT EVALUATION: A booklet of performance tests is available for each grade level beginning with the first grade. Each booklet contains a test for each unit of the corresponding text plus a pre-test, midterm test, and final test. All questions are multiple choice.

TEACHERS GUIDE/EDITION: The teachers editions reproduce the student text with annotations in the expanded margins. These annotations include motivational techniques, skills development activities, performance objectives, understandings, important vocabulary, map skills, and enrichment activities. Bibliographies of related teacher and student materials are also included at the front.

IMPLEMENTATION REQUIREMENTS: Some inservicing may be desirable.

RELATED MATERIALS: See separate write-ups for This is Our World (grade 7) and Let Freedom Ring (grade 8), both published by Silver Burdett.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Silver Burdett Company

SILVER BURDETT SOCIAL SCIENCE: THIS IS OUR WORLD, by Kimble, c. 1975

7th grade component of a K-7 basic program. Includes student and teachers editions as well as various print and audio-visual supplements. See separate write-ups for K-6 portion of program and for 8th grade portion.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
7	Student Edition (hardbound)	9.46
	Teachers Edition	12.84
	Problem Solving Booklet	2.66
	Teachers Edition	4.91
	Performance Tests	1.23
	Test Key	.76
	Sound Filmstrips	97.66
	Guide	2.15
	Spirit Master Activity Sheets	11.88

GENERAL DESCRIPTION: The student edition is essentially a geography textbook. It includes a maps skills section, world atlas, reference tables, and glossary of key terms. Supplementing the text is a teachers edition, problem solving workbook, spirit master activity sheets, and performance tests. For slow learners with reading difficulties, an individualized learning package of audio cassettes and sound filmstrip package provides audio-visual stimulation. The student text has a readability level equivalent to sixth grade, as determined by the Dale-Chall Readability Formula.

GOALS AND OBJECTIVES: This title shares the same stated goals of other components in the SILVER BURDETT SOCIAL SCIENCE program. Emphasis is placed on values education, appreciation of cultural pluralism, encouraging responsible citizenship, and fundamental concepts of the various social sciences.

ORGANIZATION—SCOPE AND SEQUENCE: The text is divided into five units and twenty-four chapters. The content examines geographical concepts, the variety of the earth's geography, natural resources, the interaction of people and the land, urbanization, and the future of the environment. Scope and sequence is charted in the teachers edition.

METHODOLOGY: Diverse strategies are possible by utilizing the various components. The text is largely expository. End-of-chapter activities are provided for reinforcing and developing concepts as well as using generalizations.

PROVISIONS FOR STUDENT EVALUATION: A booklet of performance tests provides a test for each unit in the text plus a pre-test and final test. All questions are multiple choice.

TEACHERS GUIDE/EDITION: The teachers edition reproduces the student text with annotations in the expanded margins. These annotations include motivational techniques, skill development activities, performance objectives, understandings, important vocabulary, map skills, and enrichment activities. A bibliography of related teacher and student materials is also included at the front.

IMPLEMENTATION REQUIREMENTS: Some inservicing may be desirable.

RELATED MATERIALS: See separate write-ups for the SILVER BURDETT SOCIAL SCIENCE program and Let Freedom Ring (gr. 8), also published by the same company.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

Sutherland Learning Associates Inc.

PROJECT BILINGUAL/PROYECTO BILINGUE

A bilingual social science program for grades K-3.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
K-3	Social Studies Strand, Group A	1726.36
	11 16mm Films	
	22 Sets Worksheets (100 each)	8.71
	2 Sets Take-Home Art Projects (100 each)	
	1 Audiotape	
	Teachers Guide	26.30
	Social Studies Strand, Group B	1077.58
	7 Films	
	6 Sets Worksheets (100 each)	8.71
	1 Audiotape	
	Teachers Guide	18.67
	Social Studies Strand, Group C	931.20
	6 Films	
	6 Sets Worksheets (100 each)	8.71
	1 Audiotape	
	Teachers Guide	16.12
	Social Studies Strand, Group D	1077.58
	7 Films	
	6 Sets Worksheets (100 each)	8.71
	1 Audiotape	
	Teachers Guide	18.67

GENERAL DESCRIPTION: The materials consist of 30 units arranged in four different groups. Groups may be obtained singly or in various combinations. Each unit represents from two to three weeks of classwork and consists of one to three lessons. Lessons address such topics as Beginning School, The Teacher, The Value of Bilingualism, Pleasant Feelings, Fears, Mexican American Heritage. The approach is through viewing the film followed by group discussion dialogue and a series of enrichment activities. Each lesson has its own key concepts and generalizations which are tied into the Social Studies Strands. Lessons are divided between those that are primarily English and those which are primarily Spanish.

GOALS AND OBJECTIVES: The basic goals of this series are to help children to adjust to the school environment and to understand themselves and their community. Objectives are stated in the Teachers Guide for each lesson along with a list of key concepts to which these objectives relate.

ORGANIZATION—SCOPE AND SEQUENCE: The materials are divided into 30 units. The 30 units are grouped in four groups which may be used independently. Teachers may construct their own scope and sequence by choosing their group from among the 30 units. Concepts relating to the role of the child in his or her school and family environment are developed. Listening, discussing, generalizing and group participation are also stressed.

PROJECT BILINGUAL/PROYECTO BILINGUE (continued)

METHODOLOGY: Each unit centers around a film. The Teachers Guide describes activities for preparing the class for the film and directions for using the film. The follow-up activities for each lesson are described fully in the Teachers Guide. These activities test the children's listening skills, allow the opportunity for participation in discussion and help the students internalize the basic concepts of the lesson. Also each unit utilizes reinforcement and enrichment activities such as dramatic activities, dialogues, recitations and music and art activities.

PROVISIONS FOR STUDENT EVALUATION: Such materials are not included in the program.

TEACHERS GUIDE/EDITION: The Teachers Guide is bound in four hardcover, loose-leaf binders. Each binder contains complete instructions for the presentation of each unit in the suggestion group. The guide for each unit is very complete, averaging 15 pages of text.

IMPLEMENTATION REQUIREMENTS: Knowledge and skill to handle class discussions and questioning strategies and to manage multiple activities which can ensue for small and large group activities and individual projects. Ability to speak both English and Spanish.

RELATED MATERIALS: See enrichment activities in Teachers Guides.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

West Publishing Company

LAW IN ACTION SERIES, by Riekes and Mahe, c. 1975

A supplementary series for grades 5-8 consisting of five softbound student texts, a softbound teachers edition, and silent filmstrip for each text.

ADOPTION TERMINATION DATE: June 30, 1984

ADOPTED COMPONENTS:

Grade	Materials	Bid Price
5-8	Lawmaking (softbound)	3.76
	Teachers Edition (softbound)	3.76
	Silent Filmstrip	6.36
	Young Consumers (softbound)	3.76
	Teachers Edition (softbound)	3.76
	Silent Filmstrip	6.36
	Juvenile Problems and Law (softbound)	3.76
	Teachers Edition (softbound)	3.76
	Silent Filmstrip	6.36
	Courts and Trials (softbound)	3.76
	Teachers Edition (softbound)	3.76
	Silent Filmstrip	6.36
	Youth Attitudes and Police (softbound)	3.76
	Teachers Edition (softbound)	3.76
	Silent Filmstrip	6.36

GENERAL DESCRIPTION: A series of topical issues related to societal concerns presented through an activities oriented format. Each text has a Teachers Edition and silent filmstrip. Each lesson has a stated objective, a clarification statement, and issues for students to investigate.
GOALS AND OBJECTIVES: Courts and Trials: Presents realistic look at the strengths and weaknesses of the court system and helps develop an understanding of the way the court system functions. Young Consumers: Develop confidence in handling various sales and advertising gimmicks; how to be a wise buyer; consumer laws; decision-making skills; where to go for consumer information and the rights and responsibilities of the buyer. Youth Attitudes and Police: Examine own views about authority and law enforcement; factual information about police and their training and procedures; group participation in solving problems facing our society. Juvenile Problems and Law: Individual responsibility; alternative solutions; juvenile legal procedure; rights of society; causes for delinquency and rehabilitation; Lawmaking: Importance of laws; citizens' potential participation in electoral and legislative process; analyze constitutional issues; democratic ideals.
ORGANIZATION—SCOPE AND SEQUENCE: Each book is organized around main concepts with specific lessons for their development. Each book also contains a glossary of terms.
METHODOLOGY: Role-playing stimulated experiences. Problem-solving inquiry approach.

LAW IN ACTION SERIES (continued)

PROVISIONS FOR STUDENT EVALUATION: Open-ended questions contained throughout individual books. Evaluation inherent in gaining experience.
TEACHERS GUIDE/EDITION: There is an annotated edition for each student text containing various ways to present each lesson.
IMPLEMENTATION REQUIREMENTS: It would be helpful for teachers to know how to use open-ended questioning, group discussion and role playing techniques.
RELATED MATERIALS: None specified.

IT IS RECOMMENDED THAT DISTRICT SELECTION COMMITTEES REVIEW MATERIALS AT AN INSTRUCTIONAL MATERIALS DISPLAY CENTER (IMDC) BEFORE ORDERING.

INSTRUCTIONAL MATERIALS DISPLAY CENTERS

1976-77

The following centers operated in 1976-77 and can be expected to have all of the print material for Health, Mathematics, Music, Science, and Social Science. The nonprint material has been divided among all the centers.

Alameda

Alameda County Schools
685 A Street
Hayward 94541
415 881-6247

Oakland Unified School District
1025 Second Avenue
Oakland 94606
415 836-2622

Butte

Education Department, Modoc 203
California State University
Chico 95929
916 895-6291

Contra Costa

Contra Costa County Schools
2371 Stanwell Drive
Concord 94520
415 689-4212

Fresno

Fresno County Schools
2314 Mariposa Street
Fresno 93721
209 488-3272

Humboldt

Teachers Center
Glen W. Paul School
2501 Cypress Avenue
Eureka 95501, 707 445-7611 (County Office)

Imperial

Imperial County Schools
625 State Avenue
El Centro 92243
714 352-7061

Inyo

Inyo County Schools
135 South Jackson Street
Independence 93526, 714 878-2426

Kern	Kern County Schools 5801 Sundale Avenue Bakersfield 93309 805 834-3700
Los Angeles	Los Angeles County Schools 9300 East Imperial Highway Downey 90242 213 922 6359
	Glendale Unified School District 223 North Jackson Street Glendale 91206 213 241-3111
	Los Angeles Unified School District 1061 West Temple Street, Room 205 Los Angeles 90012 213 625-6994
Merced	Merced County Schools 632 West 13th Street Merced 95340 209 723-2031
Monterey	Monterey Peninsula Unified School District 540 Canyon Del Rey Monterey 93940 408 649-7277
Orange	Orange County Schools 1300 South Grand Avenue, Bldg. B Santa Ana 92711 714 834-3915
Placer	Placer County Schools 1228 High Street Auburn 95603 916 823-4645
Riverside	Riverside County Schools 3640 - 9th Street Riverside 92502 714 787-6431
	Desert Sands Unified School District 83-049 Avenue 46 Indio 92201 714 347-0413

Sacramento	Sacramento County Schools 9738 Lincoln Village Drive Sacramento 95827 916 366-2574
San Bernardino	San Bernardino County Schools 602 Tippecanoe Avenue San Bernardino 92415 714 383-2383
San Diego	San Diego County Schools 6401 Linda Vista Road San Diego 92117 714 292-3608
San Francisco	San Francisco Unified School District Learning Materials Center Parkside Elementary School 2550 - 25th Avenue San Francisco 94116 415 565-9235
San Luis Obispo	San Luis Obispo County Schools 2156 Sierra Way San Luis Obispo 93401 805 543-7732
San Mateo	San Mateo County Schools 333 Main Street Redwood City 94063 415 364-5600
Santa Barbara	University of California Library Curriculum Lab Santa Barbara 93106 805 961-3060
Santa Clara	Santa Clara County Schools 100 Skyport Drive San Jose 95110 408 299-4096
Shasta	Shasta County Schools 1644 Magnolia Avenue Redding 96001 916 246-5122
Siskiyou	Siskiyou County Schools 609 Gold Street Yreka 96097 916 842-5751

Sonoma	Sonoma County Schools 2555 Mendocino Avenue, Room 111E Santa Rosa 95401 707 527-2353 or 707 527-2217
Stanislaus	Stanislaus County Schools 801 County Center 111 Court Modesto 95355 209 526-6593
Tulare	Tulare County Schools County Civic Center Visalia 93277 209 735-6433